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ABSTRACT

The evaluated project is an approach to the individualization of instruction in reading and mathematics in the junior high school. Among the instructional approaches used were diagnostic/prescriptive teaching, games and simulations, as well as traditional teaching procedures. Project goals included raising student achievement, improving attitudes, and demonstrating the novel use of gaming-simulation. Both product and process evaluations were conducted. The product evaluation included a measure of student achievement and attitude. The process evaluation involved an implementation evaluation study, staff evaluation components, and an intensive involvement study. The authors conclude that the program was successful in achieving all of its objectives in mathematics and most of the reading objectives in terms of student achievement. (MK)

SAN JOSE UNIFIED SCHOOL DISTRICT

HERBERT HOOVER JUNIOR HIGH SCHOOL

PROJECT R3 - MATHEMATICS PROGRAM

SB-90 - READING PROGRAM

EVALUATION SUMMARY

1977 - 1978

PREPARED BY:

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I. PROJECT DESCRIPTION AND OBJECTIVES

Program Description

Project R-3/SB 90 at Hoover School consists of a multi funded approach to the individualization of instruction in reading and mathematics.

The R-3 mathematics component is a demonstration program funded by the California State Department of Education. The primary objective of this program is to raise student achievement, improve attitudes, and demonstrate the novel use of contracts and gaming-simulation in an urban junior high school.

Project R-3 incorporates many instructional approaches, such as contracting diagnostic/prescriptive teaching, games, simulations, and traditional teaching procedures to motivate students to higher achievement in basic skills. These techniques are designed to provide students with a new perception of the relationship between academic activities and the world outside the school walls.

The R-3 math program this year consisted of four teachers and four aides. Each teacher teaches four periods and has a preparation period and an in-service period free during the day in addition.

The SB 90 reading component is a specially funded replication of the R-3 reading program which also emphasizes individualization. The primary objective is to achieve

concurrent gains in reading as in mathematics.

The primary purposes of the overall program are:

- To upgrade student performance in reading and mathematics through motivating techniques and materials
- To raise student occupational and aspirational levels
- To improve overall classroom and school social behavior
- To provide measures for the students' parents and families to participate in the program
- To incorporate students' cultural strengths into the school program
- To enable school staff to acquire an understanding of the special characteristics of R-3 students.

This year there were three reading teachers, five aides, a reading laboratory teacher, and a resource teacher working with students in the program.

The reading and math program objectives are developed around a set of specific behavior objectives. For example, the math and math related activities are based upon the following primary objective.

1.0: The students in Project R-3 will achieve a mean growth of 1.5 months on the Math section of the CTBS for each month of instruction in the project.

Students meet each day for two, 50-minute periods devoted to reading and math. The R-3 simulation units are designed around a core subject related to a cluster of

occupations. One segment, 1 1/2 days long and known as an intensive involvement period, is an academically structured field trip to a location distant from the school where students work, play and learn with their teachers in a "natural" setting for over 12 hours per day.

Classrooms are generally colorful and attractively designed with many examples of student work on the walls. The learning lab is staffed by a teacher full-time. During the daily project class periods, students may work alone, in small groups, or as a unit. R-3 instructional techniques include student learning contracts, diagnostic-prescriptive teaching, peer tutoring, simulations, and gaming. The individual and small group instruction is supplemented and reinforced by these alternate techniques and through the use of a variety of materials selected to accommodate individual differences an ability and learning style.

The instructional component of R-3 makes use of these elements:

1. Individualized reading and mathematics instruction through the use of contracts.

2. Gaming/simulation reinforcement activities which bring students together in learning teams that relate elements of the outside world to mathematics instructional activities.

3. Staff development – based upon regularly scheduled interactive sessions and a structure for teacher input to program design and development.

4. Parent participation – so that parents gain an inside view and understanding of the project's operations and outputs for the student and for the family.

5. Intensive involvement – a 1½ day field trip where structured learning experiences can take place in a natural environment conducive to learning.

Other personnel in the project include a director, a resource teacher, and a clerk typist.

With the exception of the materials developed for the Gaming and Simulation classes and some of the mathematics contracts, the project makes use of a variety of commercially available materials. Many standard published materials, especially those emphasizing individualized instruction, have been adapted in mathematics instruction.

II. EVALUATION DESIGN

Both principal types of evaluation methods are being used. Product evaluation of reading and mathematics is conducted using the Comprehensive Tests of Basic Skills as well as an indication of student attitude. Process evaluation is conducted by an implementation evaluation study, staff evaluation components, and an intensive involvement study. Figure 1 shows the evaluation model for the program.

It can be seen that the main evaluation of the program rests on achievement scores, attitude evaluation, and observations which are the primary indicators of status or change in student characteristics for each of the R-3 goals.

In addition, documentation is offered in Sections IV, B-1 and IV, E for in-service and dissemination activities which are both an integral part of the concept of this program.

PROJECT OBJECTIVE	ANTICIPATED OUTCOMES	EVALUATION METHODOLOGY	SCHEDULE OF OBSERVATIONS
1. Students will achieve 1.5 months of growth for every month in the program.	One year 2 months growth for 7 months in the program.	CTBS	October - Pretest May - Posttest
2. Students will show positive attitudes toward the program.	Positive attitudes.	Student Survey	February 1978
3. Staff and students will show positive attitudes and learning benefits from the intensive involvement.	Positive attitudes and learning outcomes.	Intensive Involvement Staff and Student Survey	Immediately following I.I. activity
4. Classroom environment will support the program.	A healthy cooperative environment will be present between staff members and students.	Classroom Observations Evaluation meetings	During year as needed

Evaluation Model for the Program

Figure 1

III. PRODUCT EVALUATION

A. Reading and Mathematics Achievement

Reading and Mathematics Achievement

Two hundred and eighty-three R-3 students in grade eight were tested with CTBS form S level 3, and 31 students took CTBS form S level four. Scores are reported for those students who took both the pretest in October 1977 and the posttest in May 1978. Testing in reading, language and mathematics was conducted over a three-day period with time allowed for make-ups following testing. Students classified as ESL (English as a second language) are included in the data for project students.

CTBS S-3 Reading Achievement Means

(Matched Cases)

	Reading Vocabulary		Reading Comprehension		Total Reading	
	R.S.	G.E.	R.S.	G.E.	R.S.	G.E.
Pre	20	7.0	24	6.2	44	6.9
Post	23	7.7	27	7.5	51	7.8
Diff.		.7		1.3		.9

N = 283

It is seen that R-3 students achieved better comprehension than vocabulary growth between pre and posttesting. Since students start out lower in comprehension, this finding is expected. It is important to note that on posttesting, students' scores were nearly equal. Students are

one year and one month behind grade level on the pretest and are one year behind on the posttest. This shows overall gain of one month in addition to the amount expected during the year.

CTBS S-4 Reading Achievement Means

(Matched Cases)

	Reading Vocabulary		Reading Comprehension		Total Reading	
	R.S.	G.E.	R.S.	G.E.	R.S.	G.E.
Pre	36	11.6	37.4	11.3	74	11.5
Post	36.5	11.9	43	13.0	76	12.2
Diff.		.3		1.7		.7

N = 31

Students who took CTBS level 4 form S were also higher in Comprehension scores than in vocabulary. There was a certain amount of "ceiling" effect with these students. This means that so many students achieved the maximum score on the test that there was little room left for them to show how much they really knew.

CTBS S-3 Mathematics Achievement Means
(Matched Cases)

	Mathematics							
	Computation		Concepts		Applications		Total	
	R.S.	G.E.	R.S.	G.E.	R.S.	G.E.	R.S.	G.E.
Pre	20	6.5	12	7.0	11	6.6	40	6.7
Post	32	8.9	17	8.8	15	8.2	63	8.7
Diff.		2.4		1.8		1.6		2.0

N = 283

Students gain principally in Math Computation skills, though gains that are twice what is expected are shown also in concepts and application. Students start out one year, three months behind in math and end up at grade level for a net gain of one year three months in addition to the gains to be expected compared to national norms. Students gain 2.9 months of achievement for each month in the program.

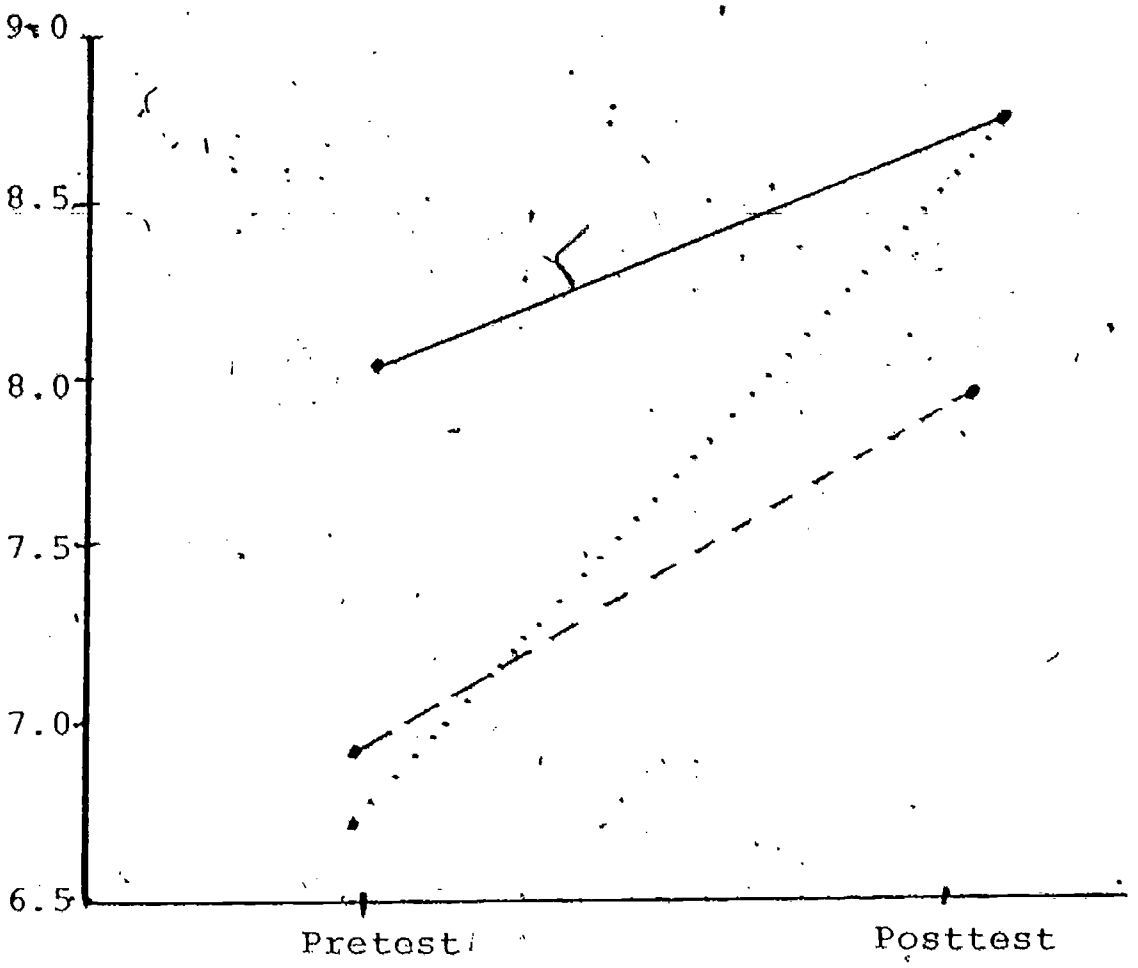
Table I shows the gains graphically for reading and mathematics during the year. It can be seen that mathematics achievement is tremendously large during

the year compared to reading achievement and that both lines get closer to the national average by the time of the posttest. This indicates that the students actually "caught-up" to the national standards during the year in mathematics.

TABLE I

AVERAGE ACHIEVEMENT-GAINS

(in G.E. Units)



———— = National Norms 8.0 - 8.7

---------- = Reading Means

.... = Mathematics Means

Per month gains:

Reading: 1.3

Mathematics: 2.9

CTBS S-4 Mathematics Achievement Means

(Matched Cases)

	Mathematics							
	Computation		Concepts		Applications		Total	
	R.S.	G.E.	R.S.	G.E.	R.S.	G.E.	R.S.	G.E.
Pre	40	10.3	20	10.3	21	10.6	82	10.3
Post	48	13.6	25	13.6	25	13.6	98	13.6
Diff		3.3		3.3		3.0		3.3

N = 31

Due to the fact that all students achieved the maximum on this test, it is not possible to determine their actual level of performance. Growth in all areas was maximal for the number of test items.

Comparison of Growth -- Two-Year Study

Students who were in the program for two consecutive years and who took both pre and posttests both years were singled out for a special longitudinal study. There were 208 such students. The following table shows the results of the mathematics data.

Since there was a seven month interval between both pre and posttests, we would expect a one year and four months overall gain in achievement over the two year period. We can see that students gained three years and eight months

TABLE II

Mathematics Longitudinal Data '76 - 78

(Matched Cases)

		R.S.	G.E.	S.S.	Unmatched Longitudinal Data
'76-77	Pre '76	60	5.5	430	'76-77 5.6 N=292
S-2	Post '77	72	6.5	460	7.3
'77-78	Pre '77	41	6.3	453	'77-78 6.7 N=283
S-3	Post '78	73	9.3	544	8.7

which is two years and four months greater gain than one would expect compared to national norms.

Unmatched Data for the previous year and this year is also shown in G.E. units only. We can compare two year growth for all students and two year growth for only students actually in the program two years. Students in the program two years straight learn an additional six months of achievement compared to the overall group. This finding shows that though both groups achieve at grade level, the two year students achieve six months beyond grade level (9.3, G.E.) compared to the one year group. It should also be noted at this point that both groups start out nearly the same in grade 7.

Longitudinal group = 5.5, G.E.
All students = 5.6, G.E.

These findings suggest that the program has maximal effect in mathematics when students stay in for two consecutive years. This finding is further enhanced since 208 of the students, or 71% of the first year students did stay in the program both years.

Statistical Summary

1. Students achieved 1.3 months of achievement for each month of instruction in reading. The program shows nine months of achievement for seven months in the program. Compared to last year, this figure is 4 months less. Last year reading gains were 1.3 years for seven months.

2. Students achieved a one year and three months extra gain in addition to the expected seven months in math leaving them exactly at grade level in math and showing an over-all gain of two years of achievement for seven months in the program. This compares to 1.7 years of growth for seven months last year.

3. Relatively unequal performance in achievement gains was shown for math teachers in the program during the year revealing that one teacher showed less gains even though they started the year with students who were achieving slightly higher than other classes.

4. Comparing the achievement of students over a two year period in mathematics, we saw that the students who stayed in the program for the full two years achieved

6 months more than those who didn't, leaving them 6 months ahead of grade level. Seventy-one percent of the students who started the program in 1976 were still in the program at the end of 1978.

B. CLASSROOM ENVIRONMENT INDICATORS

Student Attitude Scale

A student survey and classroom observations were used to assess the qualitative components of the learning program. This method combines both "hard" data and the somewhat subjective interpretations of a classroom visitor to produce an overall index of the type of classroom environment typical of the R-3 reading and mathematics program. This data relates to the evaluation of Objective IV.

Students were given the attitudinal scale in October. This scale assesses student attitude in six dimensions as follows:

Relationship Dimensions

1. AFFILIATION assesses the level of friendship students feel for each other, i.e., the extent to which they help each other with homework, get to know each other easily, and enjoy working together.

Personal Development Dimensions

2. TASK ORIENTATION measures the extent to which it is important to complete the activities that have been planned. The emphasis the teacher places on staying on the subject matter is assessed.

System Maintenance Dimensions

3. ORDER AND ORGANIZATION assesses the emphasis on students behaving in an orderly and polite manner and on the

overall organization of assignments and classroom activities. The degree to which students tend to remain calm and quiet is considered.

4. RULE CLARITY assesses the emphasis on establishing and following a clear set of rules, and on students knowing what the consequences will be if they do not follow them. An important focus of this subscale is the extent to which the teacher is consistent in dealing with students who break rules.

5. TEACHER CONTROL measures how strict the teacher is in enforcing the rules, and the severity of the punishment for rule infractions. The number of rules and the ease of students getting in trouble is considered.

System Change Dimension

6. INNOVATION measures how much students contribute to planning classroom activities, and the amount of unusual and varying activities and assignments planned by the teacher. The extent to which the teacher attempts to use new techniques and encourages creative thinking in the students is considered.

The scale is a revised and edited version of a scale known as the Classroom Environment Scale developed by Moos and Trickett and published by consulting Psychologists Press. A face validity trial was given before the testing where project teachers reviewed all items in each category to

assess their relationship to the category. Some items were modified and this resulted in the final form of the scale.

Figure 2 shows the profile of student attitude on the six dimensions evaluated for the reading teachers, and Figure 3 shows the same for the mathematics teachers. It can be seen from Figure 2 that all reading teachers' profiles are similar to the other teachers' profiles.

There is a significant difference between Order and Organization and Teacher Control dimensions and Affiliation and Innovation dimensions in Reading. It appears that the Affiliation and Innovation dimensions are lower than the other two for Reading classes.

Figure 3 shows that there is no significant difference between the six Attitude dimensions for the Math students. This Figure does reveal that one teacher is lower in overall Attitude dimension than the other three. This is especially true in Task Orientation, Rule Clarity, and Teacher Control. As a result of this finding, a series of Teacher observations and a conference was held with this teacher. Further study revealed little change in this teacher's behavior during the year.

HERBERT HOOVER JUNIOR HIGH SCHOOL
SB/90 Demonstration Program in Reading
Profile of Student Attitude

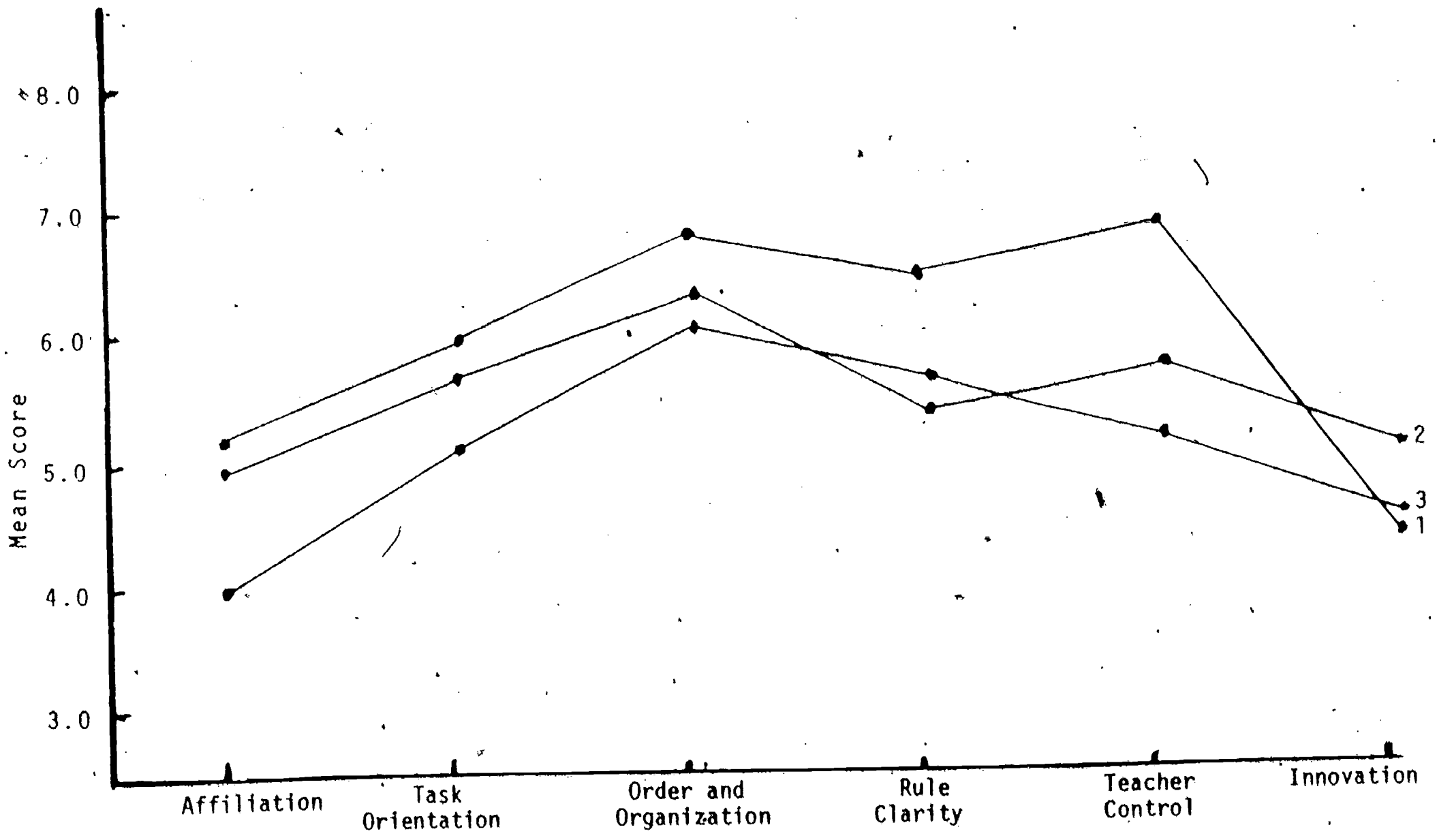


Figure 2

HERBERT HOOVER JUNIOR HIGH SCHOOL

Demonstration Program in Mathematics

Profile of Student Attitude

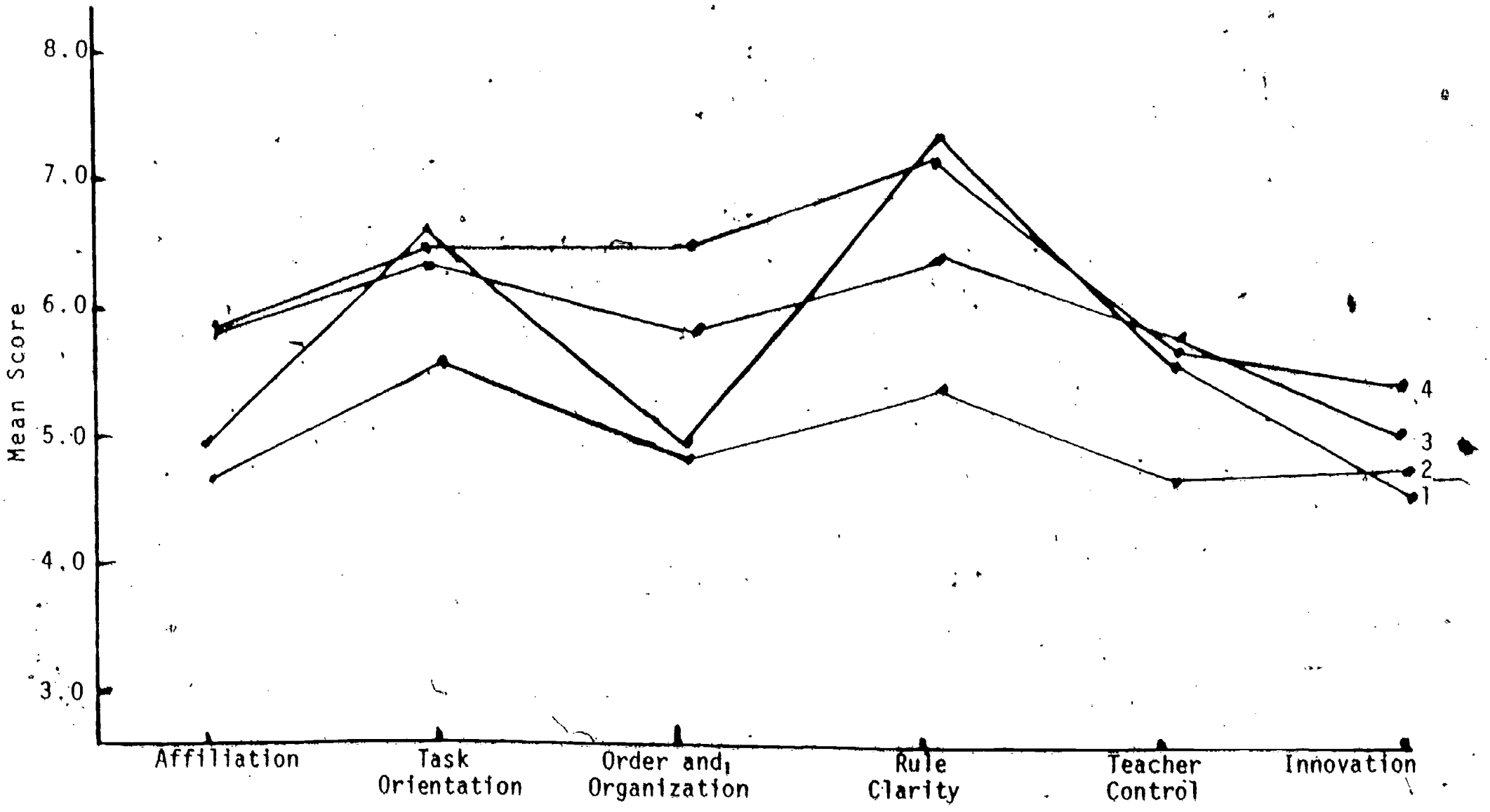


Figure 3

CLASSROOM OBSERVATIONS

Introduction

During the school year (1977-78), classroom observations were made on the R-3 programs. The observer entered the room and spent approximately 20 minutes listening to student/teacher interaction, class participation, student motivation, and subject matter presentation. This was done once a week on the average. A copy of the observation from which was developed to record data in a standard format is shown in Appendix I. At Herbert Hoover, each Math classroom had an interest center filled with handouts and booklets of mathematical instruction. A sampling consisted of the following: (1) puzzle picture handout to make your own protractor and scale; (2) four booklets on Algebra by Peter Rasmussen; (3) contracts on percents, fractions, decimals; (4) contracts to learn the coordinates of a point from a graph, graph a linear equation and find the slope of a line; (5) how to square a number and take the square root of perfect squares; (5) contracts on whole numbers.

The Reading program used SRA, contracts on grammar, vocabulary and sentence structure. They used movies, games, handouts for spelling, phonics, pocketbooks for reading, action games, and (SAR I) Systematic Approach to Reading Improvement.

The Curriculum Resource teacher for the Reading program at Hoover is a certified teacher who has a strong background in Junior High curriculum development. She was responsible for leading a group planning meetings, coordinating teachers, and organizing and holding weekly staff meetings. She plans and conducts in service training for teachers not accustomed to this uncommon, new experience of R-3 instruction, searches out and introduces new study material, games and simulations. The resource teacher plays a support role for the R-3 staff, responsible directly to the project director and at times travels to different schools and conferences to explain the project to interested educators. She must keep abreast of current curriculum ideas and materials and relay relevant information to teachers.

The R-3 teachers are experienced, mature, confident of their teaching abilities, well organized in planning and instruction, supportive and able to work as part of a team. They are expected to introduce new instructional techniques and at times introduce regular staff instructors to R-3 goals and methods, and to develop special relationships with the R-3 students.

The R-3 teachers have one instructional aide each and they are a vital asset to the program. The most important role for the aide is helping. They move around the classroom helping students with individual, small group work and

contracts. They assist teachers in planning and management of student activities and perform some clerical duties. They are competent in the subject and also are able to work as part of a team and attend all in-service meetings.

The R-3 Program curriculum consists of Math contracts, games and simulations to motivate students. Once each school year, students participate in an overnight field trip called "Intensive Involvement" which is a culmination of weeks of preparatory class work.

The learning contracts are programmed with each sequential contract increasing in complexity, knowledge, and skills.

Observation Schedule

The observer visited the school twice a week and the classrooms of each school once a week. The survey began in October '77 with more observations taken in the latter part of school year.

There were seven areas of student/teacher/aide observation data collected. Each is listed below and briefly described

1. Atmosphere of the Classroom -- if the quietness or noise in the room was related or unrelated to work; many or few people interacting at one time; one person talking; quiet/noise.

2. Movement in the Classroom -- many or few people moving around the classroom; one person moving around the classroom; no physical movement in the classroom.

3. Curriculum Activity -- what was going on in the classroom, e.g., directions, discussions, clerical work, discipline of students, skills, games, simulations, and homework, contracts, testing or reading.

4. Class Organization -- how the interaction between persons in the class was taking place; was it by lecture, small groups, one-to-one, or working independently.

5. Staff Rapport with Class. Comments from staff, teachers; aides, students or observer.

6. Instructional Procedures -- as many as were applicable could be checked from the following: a) positive discipline, b) materials available as supplements to activity, c) interest centers, and d) arrangement of students in classroom benefits particular instructional activity.

7. Percentage of Student Motivation -- percentages (10%, 25%, 50%, 75%, 80%, 85%, and 90%) of active participation.

Results of Observations - Mathematics

Table III shows the results of the 21 observations taken of the Math program.

1. Atmosphere

The majority of the time (.55) the atmosphere of the Math classrooms at Hoover was a few students, teachers, and aides interacting any one time as opposed to a quiet classroom. At all times the activities were work related.

2. Movement

The majority of the time (.55), few people were interacting and moving about the room. Most were in their seats working along with help from the Math teacher and aide.

3. Curricular Activity

There was a heavy emphasis on discipline (.36 - .42) by teacher and aides to keep the students working and to be quiet and concentrate on their contracts, which was the major activity of the students (.61). There were testing days and drills, games, contract work, make-up work and reviews. Students knew what was expected of them, since assignments were written on board. Teachers spent the majority of time (61%) on contract work and doing games and simulations (26%).

4. Class Organization

The least used classroom seating was small groups (.08 teachers and .38 students). Students were comfortable working independently (69%) and asking for

help, where students were being helped by teachers 62% of the time.

5. Staff Comments

The teacher/student rapport was excellent. Students said what was on their minds, and the teachers were always in control of the situation. The atmosphere was one of open communications and flexibility. Students were usually happy and the climate of the classroom was one conducive to learning.

6. The learning centers at Hoover Math classrooms were not well organized, yet they were usually well stocked. The arrangement of the students in the room was beneficial to learning and materials were always available for work. Teachers were observed to be involved with discipline 36% of the time, and aides 42%. Perhaps this is in part due to the young age of most Jr. High students.

7. Student Motivation was generally high, fifty-two (52%) percent of the time. Ninety (90%) percent of students were actively participating; and seemed eager to learn new concepts.

TABLE III

SAN JOSE UNIFIED SCHOOL DISTRICT – DEMONSTRATION PROGRAMS
(Mathematics)

Classroom Observation Rating Scale

	STUDENT	TEACHER	AIDE
1. Atmosphere			
Many people interacting at one time*			
A few people interacting at one time	12/.55	13/.62	13/.65
One person talking	2/.09	8/.38	6/.30
Quiet	8/.36	0	1/.05
*Note if related or unrelated to work.	N=22	21	20
2. Movement			
Many people moving around classroom			
A few people moving around classroom	11/.55	11/.55	11/.58
One person moving around classroom	1/.05	8/.40	4/.21
No physical movement in classroom	8/.40	1/.05	4/.21
	N=20	20	19
3. Curricular Activity (What)			
Directions		18/.26	5/.14
Discussion	3/.10	20/.30	4/.11
Clerical		1/.01	10/.28
Discipline		25/.36	15/.42
Skills (name)			
Games – Simulations Name	8/.26	2/.03	
Homework	1/.03		
Contract	19/.61	3/.04	2/.06
	N=31	69	36
4. Class Organization (How)			
Lecture		6/.23	
Small Groups	9/.38	2/.08	2/.12
One-to-One		18/.69	15/.88
Independent Work	15/.62		
	N=24	26	17
5. Staff Rapport with Class (Comments)			

TABLE III -- Continued

6. Instructional Procedures (check as many as are applicable)

19/.90 a. positive discipline

21/1. b. materials available as supplements to activity

17/.81 c. interest centers

21/1. d. arrangement of students in room benefits particular instructional activity

7. Student Motivation

	Percentage				
	10%	25%	50%	75%	90%
a. Actively participating			6/.29	4/.19	11/.52

N = 21

Results of Observations - Reading

Table IV shows the results of the 27 observations of the Reading Program.

1. Atmosphere

The majority of the time the atmosphere of Hoover's Reading Program was quiet, eighty-one percent of our observations showed students to be taking tests or reading. For ten minutes every day students participated in "Star Time" where they spent this time reading whatever they chose to read.

2. Movement

Very little movement on the part of the students was seen. Eighty-five percent of the time there was no physical movement in the classroom. The Reading classes were more quiet than the Math classes, and highly productive in terms of student motivation. In every observation, we saw over 90% of the students actively participating.

3. Curriculum Activity

The students mostly work on contracts (78%) such as one on advertising campaigns and working with newspapers. Review for tests in spelling, AIM tests and CTBS tests. Reading one of five novels, listening to tapes or watching a movie, contests, and writing stories. Teachers predominantly (40%) spend time giving directions to students, and discussing work (28%). Aides' activities were mostly clerical (24%) and discipline (26%).

4. Class Organization

Most of the time (.78) the students worked

independently on projects or contracts or sat in the reading corner with a book. Teachers and Aides always worked one-to-one with students. Few lectures were ever given and none observed.

5. Staff Rapport

The English teachers at Hoover are excellent, highly professional and creative. They share a special rapport with their students and motivate them to read on their own time. They know their subject will and can tranfer the knowledge easily.

6. Instructional Procedures

There was a high degree of positive discipline (96%) and the students respected the teachers. Materials were always available, interest centers organized, labeled, neat and well stocked with handouts and books. The attractive reading corners were well used and the seating beneficial to learning.

7. Student Motivation

Students in Hoover Reading classes were always highly motivated. There was very little fooling around, in every observation over 90% of the students were actively participating.

TABLE IV

SAN JOSE UNIFIED SCHOOL DISTRICT

DEMONSTRATION PROGRAMS

(READING)

Classroom Observation Rating Scale

	STUDENT	TEACHER	AIDE	TUTOR
1. Atmosphere				
Many people interacting at one time*	0	0	0	0
A few people interacting at one time	3/.12	5/.21	4/.19	
One person talking	2/.08	15/.63	6/.29	1/.5
Quiet	21/.81	4/.17	11/.52	1/.5
*Note if related or unrelated to work.	N=26	N=24	N=21	N=2
2. Movement				
Many people moving around classroom	0	0	0	0
A few people moving around classrooms	2/.08	5/.19	5/.25	1/.5
One person moving around classroom	2/.08	17/.65	5/.25	
No physical movement in classroom	22/.85	4/.04	10/.50	1/.5
	N=26	N=26	N=20	N=2
3. Curricular Activity (What)				
Directions	4/.13	27/.40	8/.23	1/.25
Discussion		19/.28	3/.09	
Clerical		1/.01	10/.29	
Discipline		12/.18	9/.26	2/.50
Skills (name)	2/.06	4/.06	3/:09	
Games - Simulations Name	5/.16	1/.01	1/.03	1/.25
Homework	2/.06			
Contract	18/.58	3/.04	1/.03	
	N=31	N=67	N=35	N=4
4. Class Organization (How)				
Lecture				
Small Groups	1/.04			
One-to-One	4/.17	23/100%	17/100%	6/100%
Independent Work	18/.78			
	N=23	W=23	W=17	W=6

TABLE IV -- Continued

5. Staff Rapport with Class (Comments)

_____

_____

_____

6. Instructional Procedures (check as many as are applicable)

26/.96 a. positive discipline

27/.1 b. materials available as supplements to activity

26/.96 c. interest centers

27/1. d. arrangement of students in room benefits particular instructional activity

7. Student Motivation

	Percentage				
	10%	25%	50%	75%	90%
a. actively participating					27/100%

N=27 Observations.

IV. PROCESS EVALUATION

A. Implementation Evaluation Indicators for Recommendations from 1976-1977 Evaluation Report

KEY: 4: Completely Met
3: Partially Met
2: Not Met
0: No Data Collected

EVALUATION RECOMMENDATION	ACTION TAKEN
1. Teachers in both reading and mathematics need a common preparation time for use in team planning. In addition, it is suggested that either a master teacher be appointed, or the resource teacher be used to organize and conduct a formal weekly meeting which would have as its focus in-service education for documented teacher needs developed from in-service needs assessment given at the beginning of the year.	[4] A common prep time was available. [4] A resource teacher for Reading was hired.
2. In order to expedite the statistical report to the state, develop an evaluation system for CTBS scoring which is independent of the district testing program.	[4] Use of an outside scoring firm was enabled.
3. Improve time spent and method of tabulating the results of the classroom observations to include a summary of each visitation to the teacher and project director in order to systematize data collection from that source.	[4] An observation form was developed and revised in concert with key staff members for use during the year.

KEY: 4: Completely Met
3: Partially Met
2: Not Met
0: No Data Collected

EVALUATION RECOMMENDATION		ACTION TAKEN
4. In-service is needed in the following areas: a. interpersonal relations between teachers and aides b. parent involvement and participation in the function of the R-3 program c. more extensive in-service on pre-intensive involvement d. choosing from options in the curriculum e. teaching human values in the curriculum	3	All in-service areas were handled in weekly meetings for Reading. Mathematics missed area 4b and 4e.
5. Improve coordination between management decisions and staff function are needed.	4	A management calendar was developed and distributed to staff and management activities listed on a weekly bulletin board.
6. Contracts need revision and extension of their range for both high achieving and low achieving students. This is true for reading and mathematics.	4	

KEY: 4: Completely Met
3: Partially Met
2: Not Met
0: No Data Collected

EVALUATION RECOMMENDATION	ACTION TAKEN
7. Parent participation should be increased.	0
8. Improvements in the Intensive Involvement are recommended as follows:	
a. develop better bus accommodations in terms of scheduling departures.	4
b. hold a more extensive pre-service workshop for staff.	4
c. improve the quality of evening activities.	4 See I.I. evaluation.
d. do the I.I. in 2 visits of 3 days rather than the 4 visits of 1-1/2 days, this would limit the "rushed" feeling expressed by students and staff.	2 This could not be done due to money factors.
e. revise or eliminate and replace: clean our scene, save our seas, and the ecology game rated lowest by students.	2 to be done during Summer '78

KEY: 4: Completely Met
3: Partially Met
2: Not Met
0: No Data Collected

EVALUATION RECOMMENDATION	ACTION TAKEN
f. allow students more free time (if over a 3-day period).	[2]
g. alternate the recreation and activity type of events with the curriculum events to break up the day and actively involve both staff and learner.	[4] See I.I. evaluation.
9. Staff time involved in dissemination should be limited somewhat.	[4] Since a Title IV project was approved for funding, discrimination efforts by the project, staff time spent in this activity was drastically reduced.

B. STAFF EVALUATION

Survey of Instructional Aide Activities – Mathematics

In November 1977 all teachers and aides in the Math program completed a survey of instructional aide activities. The aides could be rated on 23 different activities (very satisfactory, satisfactory, not satisfactory, not being done) and, in addition, it was to be decided whether each activity should be a part of the aide's responsibility. The 23 activities included were the following:

1. Showing mutual respect.
2. Discovery of new skills, interests in classroom activities.
3. Performing clerical duties.
4. Performing instructional duties.
5. Operating to prevent use of disciplinary measures.
6. Using disciplinary measures consistent with teacher philosophy.
7. Providing an objective look at classroom atmosphere.
8. Establishing and maintaining good communication with teacher.
9. Establishing and maintaining good communication with parents.
10. Discussing philosophy of classroom procedures with teacher/aide.
11. Viewing work with the teacher/aide as a cooperative (team) venture.
12. Participants in lesson planning.
13. Following standard office procedures.

14. Learning to use all classroom equipment.

15. Using self direction and autonomy in work in the classroom. Assuming responsibility to see what needs to be done and to do it.

16. Acceptance of constructive criticism in a positive manner.

17. Being on time to class.

18. Regular attendance at class.

19. Notify teacher/aide of anticipated absence when possible.

20. Assisting students in specific instructional tasks, work assignments.

21. Monitoring class in teacher's absence.

22 Willing to work extra time on occasion when necessary with mutual agreement.

23. Demonstrating self-control of emotions.

Teacher I stated that the aide conducted all activities very satisfactory and that they all should be a part of the aide's responsibility. The aide thought that she conducted all activities, but rated herself "satisfactory" on discovery of new skills and performing clerical duties. She did not state which activities should be a part of her responsibility.

Teacher II felt that all activities except establishing and maintaining good communication with parents should be a part of the aides' responsibility, that particular item they were not sure about. The Aide felt that all items should be a part of their responsibility. The teacher also felt that their Aide did not establish communication with parents, but the Aide felt that this was done very satisfactorily.

Teacher III again felt that all items should be a part of the aide's responsibility, but the aide felt that discovery of new skills, interests in classroom activities and performing instructional duties should not be a part of an aide's responsibility. Those items were among the few that the teacher rated the aide satisfactory on, whereas she rated her aide very satisfactory on most other items.

Teacher IV also felt that all items should be a part of the aides' responsibility and so did their aide. The teacher rated the aide very satisfactory on all items but participating in lesson planning, learning to use all classroom equipment and acceptance of constructive criticism in a positive manner. In these items, the aide was rated satisfactory. It is interesting that the aides rated themselves satisfactory on these items.

Reading

In November 1977, two of the four teachers and none of the aides in the reading program completed a survey of instructional aide activities.

Teacher I rated her aide very satisfactory on all 23 items, but she did not say whether the activities should be a part of her responsibility. Teacher II also rated her aide very satisfactory on all items and felt that they all should be a part of the aide's responsibility.

Due to the lack of participation of 2 teachers and all aides on this survey, it is not possible to make a comparison between teacher and aide responses.

Staff Attitude Survey - Reading

In April 1978, a school survey of interpersonal relationships was given to the Math teachers and aides in the program. Three teachers and three aides responded to the survey. One of the teachers had 0-3 years teaching experience and the other two, 6-10 years. Of the aides, two had 0-3 years experience, and one aide had 4-6 years experience. The survey asked questions in the areas of in-service needs, attitude to self and others, abilities, attitude to students, attitude to the program, attitude to support services and aide-teacher activities. Most questions were rated on a scale from 1-5, one being the lowest (not at all true, acceptable, etc.), 5 being the highest (very true, very acceptable, etc.), the rest of the questions could be answered "yes" or "no."

In-Service Needs

The teachers and aides were asked whether they would like to be better informed of what other teachers/aides were doing in their respective classrooms, whether they would be interested in learning new techniques with the disciplinary problem students and whether they were clear regarding the role of the teaching aides. The survey also

Question	Teacher/Aide (%)				
	1	2	3	4	5
1. I would like to be better informed of what other teacher/aides are doing in their respective class-rooms 1) does not apply 2) very untrue 3) tends to be untrue 4) tends to be true 5) very true		33%/66%	33%/0	33%/33%	
2. I am interested in learning new techniques with the disciplinary problem students 1) does not apply 2) very untrue 3) tends to be untrue 4) tends to be true 5) very true				33%/66%	66%/33%
3. I am clear regarding the role of our teaching aides. 1) does not apply 2) very untrue 3) tends to be untrue 4) tends to be true 5) very true				66%/33%	33%/66%
4. I have adequate information and skills to teach the underachiever 1) does not apply 2) very untrue 3) tends to be untrue 4) tends to be true 5) very true				100%/100%	
5. Overall, the relationship between our teaching aides and the teachers is conducive to a good learning atmosphere 1) does not apply 2) very untrue 3) tends to be untrue 4) tends to be true 5) very true					100%/100%
6. Regarding my knowledge of the environmental (socioeconomic, familiar) background of our students, I feel 1) N/A 2) unaware 3) fairly aware 4) aware 5) very aware			33%/100%	33%/0	33%/0
7. My knowledge about how to teach the gifted student is 1) N/A 2) inadequate 3) questionably adequate 4) adequate 5) very adequate			0/33%	33%/33%	66%/0

asked whether they have adequate information and skills to teach the underachievers, whether the relationship between aides and teachers is conducive to a good learning atmosphere, how aware they were of the environmental background of their students and how adequate their knowledge about how to teach the gifted student is. In the area of in-service needs, all teachers and aides stated that they were interested in learning new techniques with the disciplinary problem student, that they had adequate information and skills to teach the underachiever, that they were clear regarding the role of the teaching aides and that the relationship between the teaching aides and the teachers is conducive to a good learning atmosphere.

One-third of the teachers and aides would like to be better informed of what other teachers and aides are doing in their respective classrooms, but the other two-thirds would not. Two of the 3 aides felt that their knowledge of how to teach the gifted student was questionably adequate, the third aide felt that it was adequate as also one of the teachers felt. The other two teachers, however, felt that their knowledge in this area was very adequate.

Attitude to Self and Others

The questions about their attitude toward themselves and others included whether the teachers and aides felt that their colleagues understand them, how they feel about

Question	Teacher/Aide (%) a	b	c	d	e
1. I feel that my colleagues understand me. a) N/A b) very untrue c) tends to be untrue d) tends to be true e) very true			20%	60%	20%
2. With respect to my colleagues I feel a) N/A b) withdrawn c) it varies d) fairly open e) very open				66%/ 33%	33%/ 66%
3. A student discussion regarding the learning process in an academic classroom situation is a) N/A b) Not relevant c) questionable d) relevant e) very relevant				66%/ 0	33%/ 100%
4. I find myself enjoying teaching a) much less b) less and less c) the same as I've always felt d) more and more e) very much more		33%/ 0	33%/ 66%	33%/ 33%	
5. A teacher has the right to impose his values on students a) not at all b) very little c) somewhat d) to a good degree e) very much	66%/ 0	0/ 33%	0/ 66%	33%/ 0	
6. Group cohesion and harmony as a result of the relationships between different faculty members is present at our school a) not at all b) to a small degree c) to an average degree d) to a good degree e) to a large degree			100%/ 33%		0/ 66%

7. Has your experience with parents of R-3 children been positive?

Yes	No
66%/66%	

them and whether they enjoy teaching. The survey also asked the teachers and aides about the relevance of a student discussion regarding the learning process in an academic classroom. Eighty percent of teachers and aides felt that their colleagues understand them and they said that they feel fairly or very open to them. They also all stated that a student discussion regarding the learning process in an academic classroom situation is relevant or very relevant, though aides felt more strongly about this.

One teacher and one aide said that they enjoy teaching more and more, one teacher and two aides, that they enjoy it the same as always, and one teacher enjoys teaching less and less. There was a general disagreement whether a teacher has the right to impose his values on students. Two of the three teachers felt that they did not have this right at all and the other teacher felt that he did have the right to a good degree. One of the 3 aides felt that he had this right very little and the other two felt that they did have the right somewhat.

Attitude to Students

Questions in this area included whether the culturally different student expects special privileges from the teachers, how accepting teachers and aides felt about the underachiever, whether students must and should be forced to learn and whether disciplinary procedures between classrooms should be

Question	Teacher/Aide (%) 1	2	3	4	5
1. The culturally different student expects special privileges from the teachers at our school. 1) does not apply 2) very untrue (3) tends to be untrue 4) tends to be true 5) very true		33%/0	66%/100%		
2. The way I feel about the underachiever who doesn't use his potential is 1) N/A 2) unacceptive 3) occasionally accepting 4) accepting 5) very accepting		66%/0	0/66%	33%/0	
3. Most students must often be forced to learn. 1) N/A 2) very untrue 3) tends to be untrue 4) tends to be true 5) very true			33%/33%	66%/66%	
4. Should students be forced to learn? 1) N/A 2) never 3) sometimes 4) often 5) at all times		33%/0	33%/33%	33%/66%	
5. Disciplinary procedures and restrictions between classrooms should be 1) N/A 2) unimportant 3) varied 4) similar 5) the same				100%/33%	0/66%
6. It is important for a teacher to be familiar with a student's background (his home environment, his ethnicity, etc.) 1) N/A 2) very untrue 3) tends to be untrue 4) tends to be true 5) very true				100%/100%	
7. A student's ability determines his performance. 1) not at all 2) very little 3) somewhat 4) to a good degree 5) very much		0/33%	33%/33%	66%/33%	
8. The racial situation at our school affects my teaching 1) not at all 2) very little 3) somewhat 4) to a good degree 5) very much	33%/0	33%/66%	0/33%	33%/0	

9. Have you seen improvement in R-3 students?	YES		NO
a. self image	66%	100%	
b. motivation to learn	33%	100%	
c. Is this above the expected (based on your past experience)?	33%	100%	33%/0

similar. The survey also asked about the importance for the teacher to be familiar with a student's background, to what degree a student's ability determines his performance, how much the racial situation at the school affects the teaching and whether any improvement in self-image and the motivation to learn seen is seen in the R-3 student.

None of the teachers and aides felt that the culturally different student expects special privileges from the teachers at the school and all felt that disciplinary procedures and restrictions between classrooms should be similar or the same and that it is important for a teacher to be familiar with a student's background. All aides stated that they have seen improvement in the R-3 students' self-image and motivation to learn and 2 of the three teachers felt this way.

Two-thirds of the teachers and aides think that most students must often be forced to learn and the other one-third thought that this was not true. Two of the aides and 1 teacher felt that students should often be forced to learn, one teacher and one aide felt that they should be forced sometimes and the other teacher felt that students should never be forced to learn. Two teachers and one aide felt that a student's ability determines his performance to a good degree. One teacher and one aide felt that it does somewhat and the remaining aide felt that it does very

little. There was also general disagreement whether the racial situation at the school affects the teaching. One teacher said that it did not at all. One teacher and two aides said it did very little. One aide said it did somewhat, and the other teacher said it did to a good degree.

Attitude to Support Services

In this area, teachers and aides were asked about the disciplinary support that the counseling staff gives the classroom, how they viewed the impact of the resource teacher and how they rated his effectiveness and the effectiveness of the teacher or aide they work with.

Question	Teacher/Aide (%) 1	2	3	4	5
1. Our counseling staff supports the classroom with discipline. 1) does not apply 2) very untrue 3) tends to be untrue 4) tends to be true 5) very true				33%/ 33%	66%/ 66%
2. How do you view the impact of the resource teacher? 1) very effective 2) effective 3) helping me somewhat 4) needs improvement	100%/ 0	0/ 66%			
3. Rate the effectiveness of the resource teacher (if you have one) 1) excellent 2) good 3) fair 4) poor 5) not applicable	66%/ 0	33%/ 66%			
4. Rate the effectiveness of the teacher or aide you work with 1) excellent 2) good 3) fair 4) poor 5) not applicable	100%/ 100%				

All teachers and aides agreed that the counseling staff supports the classroom, and rated the effectiveness of the teacher or aide they work with excellent. The impact of the resource teacher was considered excellent by the teachers and good by the majority of aides.

Attitude to Program

Questions asked in this area included whether teachers and aides felt that the R-3/SB-90 Program is meeting its objective this year, whether the program helps children with their learning problems and whether they want to be involved as a staff member next year. It was also asked whether contracts are designed around the individual student's needs.

Question	Teacher/Aide (%) YES	NO
1. Do you feel that the R-3/SB-90 Program is meeting its objective this year?	100%/100%	
2. Does the program help children with their learning problems, in your opinion?	100%/100%	
3. Do you want to be involved next year as a staff member in the R-3/SB-90?	66%/66%	33%/0
4. Do you feel that the contracts are designed around the individual student's needs in your classroom?	66%/100%	
5. Have you used the career simulations in your classroom? (Math staff only)		

All teachers and aides felt that the R-e/SB-90 Program is meeting its objectives this year and that the program helps children with their learning problems.

Two-thirds of the teachers and aides would like to be involved next year as a staff member in the program and one of the three teachers would not like to be involved.

Abilities

The questions asked here were how teachers and aides assessed the effectiveness of their method of teaching students of a different ethnic group and the clarity of the role that they are expected to play in their school's community.

Question	Teacher/Aide (%) 1	2	3	4	5
1. I assess my methods of teaching students of a different ethnic group to be 1) very effective 2) effective 3) limited 4) not effective	100%/ 100%				
2. The role I'm expected to play in our schools' community is 1) N/A 2) unclear 3) varies 4) clear 5) very clear		0/ 33%	33%/ 0	33%/ 66%	33%/ 0

All teachers and aides assessed their methods of teaching students of a different ethnic gtoup to be effective.

There was a disagreement on the question of how clear the role was that they were expected to play in the school's community. One teacher said it was very clear, one that it was clear and one that it varies. Two aides said it was clear and the other that it was unclear.

Aide-Teacher Activities

Teachers and aides were asked to check classroom activities. The activities were remedial work, small group work within the class, working with the gifted, media preparation, clerical, one to one, parent contacts and other.

Teachers and aides rated the classroom activities as follows:

Activity	Teachers	Aides
Remedial work	100%	100%
Small group work within the class	100%	100%
Clerical	100%	100%
One to One	100%	100%
Media Preparation	66%	66%
Working with the gifted	33%	66%
Parent Contacts	33%	66%

MATHEMATICS

In April 1978, the School Survey of Interpersonal Relationships (SSIR) was given to the Reading teachers and aides. Four teachers and four aides responded to the survey. Two of the teachers had 0 - 3 years teaching experience and one teacher, 4 - 6 years. One aide had 0 - 3 years experience, one 4 - 6 years, one 6 - 10 years and the other aide over 10 years.

In-Service Needs

The teachers and aides were asked whether they would like to be better informed of what other teachers/ aides are doing in their respective classrooms, whether they would be interested in learning new techniques with the disciplinary problem students and whether they were clear regarding the role of the teaching aides. The survey also asked whether they have adequate information and skills to teach the underachievers, whether the relationship between aides and teachers is conducive to a good learning atmosphere, how aware they were of the environmental background of their students and how adequate their knowledge about how to teach the gifted student is. In the area of in-service needs, the teachers and aides generally agreed on most questions asked. All teachers and 3 out of the 4 aides said that they were interested in learning new techniques with the disciplinary

Question	Teacher/Aide (%)				
	1	2	3	4	5
1. I would like to be better informed of what other teacher/aides are doing in their respective classrooms 1) does not apply 2) very untrue 3) tends to be untrue 4) tends to be true 5) very true	0/50%		25%/25%	75%/0	0/25%
2. I am interested in learning new techniques with the disciplinary problem students 1) does not apply 2) very untrue 3) tends to be untrue 4) tends to be true 5) very true	0/25%			50%/25%	50%/50%
3. I am clear regarding the role of our teaching aides. 1) does not apply 2) very untrue 3) tends to be untrue 4) tends to be true 5) very true			0/50%	25%/25%	75%/25%
4. I have adequate information and skills to teach the underachiever 1) does not apply 2) very untrue 3) tends to be untrue 4) tends to be true 5) very true		0/25%	25%/25%	0/25%	75%/0
5. Overall, the relationship between our teaching aides and the teachers is conducive to a good learning atmosphere 1) does not apply 2) very untrue 3) tends to be untrue 4) tends to be true 5) very true		0/25%		50%/50%	50%/25%
6. Regarding my knowledge of the environmental (socioeconomic, familiar) background of our students, I feel 1) N/A 2) unaware 3) fairly aware 4) aware 5) very aware			0/25%	50%/25%	50%/50%
7. My knowledge about how to teach the gifted student is 1) N/A 2) inadequate 3) questionably adequate 4) adequate 5) very adequate			0/25%	75%/75%	25%/0

problem student and that they felt aware or very aware of the environmental background of their students. Seventy-five (75%) percent of all teachers and aides stated that their knowledge about how to teach the gifted student is adequate. All teachers and 3 aides also felt that the relationship between the teaching aides and the teachers is conducive to a good learning atmosphere.

One hundred (100%) percent of the teachers and half of the aides were clear about the role of the aides, the other half of the aides were not as sure. Three of the 4 teachers and one of the 4 aides felt that they have adequate information and skills to teach the underachievers, however the other teacher and 2 of the aides felt that this was not true for them.

Attitude to Self and Others

The questions focused on staff attitude toward themselves and others and included whether the teachers and aides felt that their colleagues understand them, how they feel about them and whether they enjoy teaching. The survey also asked the staff about the relevance of a student discussion regarding the learning process in an academic classroom. In the area of attitude to self and others, all teachers and all but one of the 4 aides felt that their colleagues understand them and all aides and

Question	Teacher/Aide (%)				
	a	b	c	d	e
1. I feel that my colleagues understand me. a) N/A b) very untrue c) tends to be untrue d) tends to be true e) very true			20%	60%	
2. With respect to my colleagues I feel a) N/A b) withdrawn c) it varies d) fairly open e) very open			50%/ 0	50%/ 100%	
3. A student discussion regarding the learning process in an academic classroom situation is a) N/A b) not relevant c) questionable d) relevant e) very relevant			0/25%	25%/ 25%	75%/ 50%
4. I find myself enjoying teaching. a) much less b) less and less c) the same as I've always felt d) more and more e) very much more		25%/ 0	75%/ 75%	0/25%	
5. A teacher has the right to impose his values on students a) not at all b) very little c) somewhat d) to a good degree e) very much	0/ 50%	50%/ 25%	25%/ 25%	25%/ 0	
6. Group cohesian and harmony as a result of the relationships between different faculty members is present at our school. a) not at all b) to a small degree c) to an average degree d) to a good degree e) to a large degree		25%/ 0	50%/ 25%	0/ 25%	0/25%

7. Has your experience with parents of R-3 children been positive?

Yes	No
100%/50%	0/25%

half of the teachers said that they felt fairly open towards them. A student discussion regarding the learning process in an academic olassroom situation was considered relevant or very relevant by 100% of the teachers and 75% of the aides.

Seventy-five (75%) percent of teachers and aides stated that they enjoy teaching the same as they have always felt and 100% of the teachers and half of the aides felt that their experience with parents of R-3 children has been positive. A general disagreement was found in the answer to the question whether a teacher has the right to impose his values on students. Half the aides said that a teacher does not have this right at all. One of the 4 aides and half the teachers felt he had this right, very little and one aide plus one teacher felt that he had the right somewhat. The remaining teacher felt that he had the right to a good degree. Group cohesion and harmony was viewed as being present more to teachers than to aides.

Attitude to Students

Questions in this area included whether the culturally different student expects special privileges from the teachers, how accepting teachers and aides felt about the underachiever, whether students must and should

Question	Teacher/Aide (%)				
	1	2	3	4	5
1. The culturally different student expects special privileges from the teachers at our school. 1) does not apply 2) very untrue (3) tends to be untrue 4) tends to be true 5) very true	0/25%	25%/25%	50%/0	25%/50%	
2. The way I feel about the underachiever who doesn't use his potential is 1) N/A 2) unacceptive 3) occasionally accepting 4) accepting 5) very accepting		25%/25%	50%/50%		25%/0
3. Most students must often be forced to learn. 1) N/A 2) very untrue 3) tends to be untrue 4) tends to be true 5) very true			75%/50%	25%/25%	0/25%
4. Should students be forced to learn? 1) N/A 2) never 3) sometimes 4) often 5) at all times		25%/25%	75%/25%	0/25%	0/25%
5. Disciplinary procedures and restrictions between classrooms should be 1) N/A 2) unimportant 3) varied 4) similar 5) the same				100%/75%	0/25%
6. It is important for a teacher to be familiar with a student's background (his home environment, his ethnicity, etc.) 1) N/A 2) very untrue 3) tends to be untrue 4) tends to be true 5) very true				25%/25%	75%/75%
7. A student's ability determines his performance. 1) not at all 2) very little 3) somewhat 4) to a good degree 5) very much			50%/50%	50%/0	0/50%
8. The racial situation at our school affects my teaching 1) not at all 2) very little 3) somewhat 4) to a good degree 5) very much	50%/100%	25%/0			25%/0

9. Have you seen improvement in R-3 students?	YES		NO
a. self image	100%	100%	
b. motivation to learn	100%	50%	
c. Is this above the expected (based on your past experience)?	50%	50%	25%/25%

be forced to learn and whether disciplinary procedures between classrooms should be similar. The survey also asked about the importance for the teacher to be familiar with a student's background, to what degree a student's ability determines his performance, how much the racial situation at the school affects the teaching and whether any improvement in self-image and the motivation to learn seen in the R-3 student.

All teachers and 3 of the 4 aides felt that disciplinary procedures and restrictions between classrooms should be similar and all teachers and aides stated that it is important for a teacher to be familiar with a student's background. All aides and half the teachers said that the racial situation at the school had no affect on their teaching.

Seventy-five (75%) percent of the teachers and 25% aides felt that the culturally different student does not expect special privileges from the teachers at the school, however, half of the aides and 25% teachers felt that they do. Three-fourths of the teachers and half the aides felt that it is not true that most students must often be forced to learn, but the remaining teachers and aides said that they thought this is true.

All teachers and aides stated that they have seen improvement in the R-3 students' self-image and all teachers and half the aides felt that they see improvement in the R-3 students' motivation to learn.

Attitude To Support Services

In this area, teachers and aides were asked about the support that the counseling staff gives the classroom, and how they rated the effectiveness of the teacher or aide they work with.

Question	Teacher/Aide (%) 1	2	3	4	5
1. Our counseling staff supports the classroom with discipline. 1) does not apply 2) very untrue 3) tends to be untrue 4) tends to be true 5) very true		0/ 25%		50%/ 50%	50%/ 0
2. Rate the effectiveness of the teacher or aide you work with. 1) excellent 2) good 3) fair 4) poor 5) not applicable	50%/ 50%	25%/ 50%	25%/ 0		

In the area of attitude to support services, it was found that all teachers and half the aides felt that the counseling staff supports the classroom with discipline. The effectiveness of the teacher or aide they work with was rated excellent by half of the teachers and aides, good by one-fourth of the teachers and the other half of the aides, and fair by the remaining teachers.

Attitude To Program

Questions asked in this area included whether teachers and aides felt that the R-3/SB-90 Program is meeting its objective this year, whether the program helps children with their learning problems and whether they want to be involved as a staff member next year. It was also asked whether contracts are designed around the individual student's needs whether they have used career simulations in their classrooms and how effective they were.

Seventy-five (75%) percent of all teachers and aides felt that the R-3/SB-90 Program is meeting its objectives this year and all teachers and aides said that the program helps children with their language problems and that the contracts are designed around the individual student's needs in their classroom. All teachers and aides had used career simulation in their classroom, and 75% teachers and 25% aides felt that it had been somewhat effective, the rest felt that it had been either very effective or effective. Seventy-five (75%) percent of the aides and half the teachers said that they want to be involved next year as a staff member in the R-3/SB-90 Program and 25% of both groups said that they would not like to be involved.

Question	Teacher/Aide (%) YES	NO
1. Do you feel that the R-3/SB-90 Program is meeting its objective this year. If not, why.	75%/75%	25%/0
2. Does the program help children with their learning problems, in your opinion?	100%/100%	
3. Do you want to be involved next year as a staff member in the R-3/SB-90?	50%/75%	25%/ 25%
4. Do you feel that the contracts are designed around the individual student's needs in your classroom?	100%/100%	
5. Have you used the career simulations in your classroom? (Math staff only)	100%/100%	

6. Please rate the general effectiveness of these career simulations:	3	4	5
1) Not effective 2) Somewhat effective 3) Effective 4) Very effective	75%/ 25%	0/50%	25%/0

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Abilities

The questions asked here were how teachers and aides assessed the effectiveness of their method of teaching students of a different ethnic group and the clarity of the role that they are expected to play in their school's community.

Three-fourths of the teachers and aides assessed their methods of teaching students of a different ethnic group as effective or very effective. Seventy-five (75%) of the teachers and 50% of the aides felt clear about the role they are expected to play in their school's community.

Question	Teacher/Aide (%)				
	1	2	3	4	5
1. I assess my methods of teaching students of a different ethnic group to be 1) Very effective 3) Effective 3) Limited 4) Not effective	75%/0	25%/75%			
2. The role I'm expected to play in our school's community is 1) N/A 2) unclear 3) varies 4) clear 5) very clear				75%/50%	25%/50%

Aide-Teacher Activities

Teachers and aides were asked to check classroom activities. The activities were remedial work, small group work within the class, working with the gifted, media preparation, clerical, one to one, parent contacts and other.

Teachers and aides rated the classroom activities as follows:

Activity	Teachers	Aides
Remedial work	100%	100%
Small group work with the class	100%	100%
One to one	100%	100%
Clerical	100%	50%
Parent contacts	75%	75%
Media preparation	50%	75%
Working with the gifted	75%	25%

C. MANAGEMENT AUDIT AND REVIEW

A management audit and review was conducted in February, 1978 by two representatives from the State Department of Education (see Appendix II). The areas of exploration were:

1. Selection of Program Participants
2. Program Administration
3. Program Implementation
4. Isolation and Segregation of Students
5. Coordination of Resources
6. Staff Development
7. Parent and Community Involvement

In each area many questions were asked of the program especially focusing on the Reading or SB-90 aspect.

It should be noted that the program received a perfect score in every area by these "outside" observers. The two state representatives stated that they had never given or heard of such a "perfect" review being given before. Appendix II presents all details of the M.A.R. visit.

D. INTENSIVE INVOLVEMENT EVALUATION

One of the most important aspects of the R-3 program is the Intensive Involvement study trip. This is provided free to the R-3 children. Students were away from home and formal school 1 1/2 days, and during that time were involved in special kinds of school lessons. The Intensive Involvement (I.I.) was held at Camp Campbell in the Boulder Creek area. Volunteer tutors from Lincoln and Leyland High Schools who were former R-3 students and teacher aides went on one of the four successive trips on May 8-12.

The Intensive Involvement Study Trip presents an educational opportunity that goes beyond the traditional classroom experiences including:

1. Lessons that are designed to take advantage of the outdoor environment.
2. Experiences relevant to reinforcing mathematics skills.
3. Providing a wholesome, instructional program with students, teachers and aides living, experiencing and learning together.

The students are grouped with teachers or aides for intensive small group instruction, meals, recreational activities and cabin accommodations during the trip to Camp Campbell. A ratio of one adult for every ten students is maintained at all times.

Appendix III lists the schedule of activities for each session and shows the student evaluation from completed for each student by the person who supervised them in their sleeping quarters.

The students who chose to participate (about 40% of the students in the program) were committed to the project.

These I.I. trips submerge the students in their learning process by asking them to look for solutions to problems using learning from a culmination of weeks of preparation of math concepts in the classroom. Staff-parents were invited to attend for support. For some students it was their first time away from home overnight and/or their first time away at a Camp.

Some of the activities learned at Camp were: Lesson on Planning Travel Costs, The Map Measurer, Career Game, Land Grant game stakeout, map making, use of compass, survival in space and magical mystery music.

Some comments from the staff are following. "The students were so happy and so eager that they finished each lesson ahead of schedule and had more free time for recreation." "They loved the beautiful YMCA Camp Campbell and the jogging, swimming, row boats and the food." "There was no night time entertainment so they were bored early and started running around." (Comments made were a wish for a dance or movie since the 3-man band ended very early in

the evening.) "The students were on their best behavior and especially enjoyed the land grant stake out.

The R-3 program, as implemented at Hoover Jr. High School, incorporates learning through individualized instruction, group interaction and problems related to the real world. All three learning techniques are accomplished primarily in the classroom. It is clear that the additional learning experience called Intensive Involvement has decisive advantages over traditional school programs in that students can apply their learning in real-life situations.

The Intensive Involvement 1978 was evaluated by all of the participating staff (19 staff) and the 100 students who participated. The object of the evaluation was to pinpoint the program's strengths and weaknesses, and to ascertain the necessary improvements. This section assesses the responses given by both groups and compares them according to their similarities and differences.

Teachers' Evaluations

The teachers' questionnaire was divided into three parts. The first section evaluated the organization and structure; the second, the facilities; and the third section was an attitudinal evaluation.

A. Organization and Structure

The staff was asked to select the length of time

which would be best for conducting the I.I., how effectively the transportation to and from the Camp was handled and whether there was enough staff to handle the I.I. effectively. They were also asked to rate the length of time allowed for each lesson and to rate the physical facilities at the Camp.

1. Please select the length of time which would be best for conducting the I.I.

(-) 1 day 26.3	( ) 1 1/2 days 10.5	( ) 2 days 21	( ) 2 1/2 days 0	
( ) 3 days 21	Blank 21			

2. Rate the length of time allowed for each lesson below:

	Too Much Time	Just Right	Too Little Time	Blank
a. Planning travel costs.	31.5	57.8	5.2	5.2
b. Map measurer	15.7	78.		5.2
c. Land grant game "day run"	15.7	78.9		5.2
d. Land grant game "stake-out"	10.5	89.4		
e. M - 3 (Music Program)		78.9	15.7	5.2
f. Map making	5.2	52.6	3.5	10.5

	Too Much Time	Just Right	Too Little Time	Blank
g. Area of land grant plot	21	47.3	26.3	5.2
h. Survival in space	21	47.3		31.5
i. Land grant request	15.7	78.9		5.2
j. Est. travel time	5.2	84.2		10.5

3. In your opinion, how effectively was the transportation (busing) to and from the Camp handled? (Circle one)

Very effectively	effectively	so-so	not so effectively	Blank
42.1	42.1			15.7

4. Was there enough staff to handle the I.I. effectively?

Yes	No	Blank
68.4	21	10.5

5. Please rate the physical facilities at Camp Campbell on the indexes listed below:
(Check one)

	Poor	Good	Excellent	Blank
a. Sanitation	5.2	78.9	15.7	
b. Food	10.5	84.2	5.2	
c. Housing Heating	21	47.3	5.3	26.3
d. Housing: space provided	0	42.1	52.6	5.2
e. Recreational facilities	15.7	52.6	31.5	
f. Learning facilities	15.7	52.6	31.5	

There was general disagreement about the length of time which would be best for conducting the I.I. About 1 out of 4 of the staff felt that one day would be best and each 1 out of 5 felt that 2 or 3 days would be best. About 85% felt that the transportation was handled very effectively or effectively and 68% felt that there was enough staff to handle the I.I. effectively.

The staff said that the length of time allowed was just right in the lessons land grant game "stakeout" (89.4%), estimated travel time (84.2%), map measurer, land grant game "day run", music program and land grant request (all 78.9%). Around 90% of the staff rated the sanitation and food good or excellent, and 94% rated the recreational facilities and learning facilities good or excellent.

B. Curriculum

The questions asked were whether the directions were explicit enough for the staff to follow the exercises, whether the students developed intellectual questions and new insights in general during the I.I., and whether the lessons were too easy, too hard or just right. The staff was also asked to rate how difficult the administration of each lesson was.

1. Were the directions explicit enough for you to follow the exercises?

Yes	No	Blank
94.7		5.2

2. Do you feel that the students developed intellectual questions and new insights in general during the I.I.?

Yes	No	Blank
68.4	15.7	15.7

3. Were the lessons:

Too easy	15.7	Blank
Too hard	21	15.7
Just right	47.3	

4. Rate each lesson below:

	Administration: Difficult and Cumbersome	Fine	Too Simple	Blank
a. Planning travel costs	10.5	73.6		15.7
b. Map measures	5.2	57.8	21	15.7
c. Land grant game "dry run"	5.2	73.6	10.5	10.5
d. Land grant game "stakeout"	5.2	78.9	5.2	10.5
e. M-3 (Music Program)	0	78.9	5.2	15.7
f. Map making	15.7	73.6	0	10.5
g. Area of land grant plot	36.8	52.6	0	10.5
h. Survival in space	0	57.8	26.3	15.7
i. Land grant request	0	73.6	15.7	10.5
j. Est. travel time	21	68.4	0	10.5

Ninety-five (95%) percent of the staff felt that the directions were explicit enough for them to follow the exercises. Around 2/3 said that the students developed intellectual questions and new insights in general during the I.I. and about half felt that the lessons were just right. Twenty-

one (21%) percent felt that the lessons were too hard. Seventy-eight (78.9) percent rated the administration of the land grant game "stakeout" and the music program as fine and 73.6% rated the administration of planning travel costs, land grant game "dry run," map making and land grant request as fine. The most difficult lessons were area of land grant, map making, and planning travel costs.

C. Attitudinal

The questions about attitude included whether the staff would volunteer to do another I.I., how they felt regarding a sense of community involvement between staff, students and lesson work and whether or not to know some students more personally. The staff was also asked to rate the students on cooperation, following daily routine and directions, sleeping at night, accountability and the willingness to learn.

1. Would you volunteer to do another I.I.?

Yes	No	Blank
78.9	10.5	10.5

2. Rate your feelings regarding a sense of community involvement between staff, students, and lesson work? (Circle one)

To a great degree	Somewhat	Not so much	Not at all	Blank
52.6	36.8	5.2	0	5.2

3. Did you get to know <u>some</u> students more personally?

Yes	No	Blank
73.6	21	5.2

4. Please rate students on the following dimensions:

	Excellent	Good	Fair	Poor	Blank
a. Cooperation	15.7	52.6	15.7	0	15.7
b. Following daily routine	26.3	42.1	15.7	5.2	10.5
c. Following directions	21	57.8	10.5	0	10.5
d. Sleeping at night	21	21	36.8	10.5	10.5
e. Account-ability	15.7	42.1	31.5	0	10.5
f. Willingness to learn	10.5	52.6	10.5	5.2	21

Almost 80% of the staff would volunteer to do another I.I., and over half felt that there was a sense of community involvement between staff students and lesson work to a great degree, over 1/3 felt that there was not a sense of community involvement. Almost 3/4 said that they got to know some students more personally. About 2/3 of the staff rated the students' cooperation, following daily routine and their willingness to learn as excellent or good and almost 80% rated the students' following directions as excellent or good. The greatest problems seemed to be getting the students to sleep at night.

<u>Student Evaluations</u>

This section examines the answers given by the students to questions about the program. It covers their

feelings about the outcome of the program, its lessons and experiences, and also gives the students' assessment of the future of Intensive Involvement and what can be done to improve it.

Students were asked questions in the same general areas as staff so as to permit comparison of both groups.

A. Organization and Structure

The students were asked whether there was enough time to learn each lesson and to rate the Camp's toilets, food, housing, games and recreation and lessons.

1. Was there enough time for you to learn each lesson during the intensive involvement. (Circle one)

Yes	No	Blank
62.8%	9.2%	27.8%

2. Please rate the camp on each item below:

	Poor	Good	Excellent	Blank
a. Toilets	17.1%	76.4%	5.7%	.7%
b. Food	20%	62.1%	17.8%	
c. Housing	11.4%	73.5%	14.2%	.7%
d. Games and recreation	5.7%	53.5%	40%	.7%
e. Lessons	12.1%	77.1%	10.0%	.7%

Almost 2/3 of the students felt that there was enough time for them to learn each lesson. About 80% said that toilets and food were good or excellent and around

9 out of 10 students stated that housing, lessons and games and recreation were good or excellent.

B. Curriculum

This area asked the students how much the Intensive Involvement helped them to learn their schoolwork, whether the lessons were easy, hard or just right and to rate each lesson in terms of how much they learned from it.

1. Rate how much the I.I. helped you to learn your schoolwork?
(Circle one)

Helped a lot	Helped some	Helped a little	Didn't help much	Blank
27.8%	47.8%	15.7%	5%	3.5%

2. Were the lessons:

15%	too easy?	5.7% Blank
91.2%	too hard?	
70%	just right?	

3. Please rate each lesson in terms of how much you learned from it.

	I learned a lot	something	a little	Blank
a. planning travel costs	22.8	57.1%	19.2%	.7%
b. map measurer	36.4%	47.8%	15 %	.7%
c. land grant game	38.5%	42.1%	14.2%	5 %
d. M-3 (Music Program)	43.5%	42.1%	13.5%	.7%
e. Map making	27.8%	57.1%	12.8%	2.1%
f. Area of a land grant plot	35%	44.2%	16.4%	4.2%
g. Survival in space	15.7%	35.7%	18.5%	30 %
h. Land grant request	25 %	49.2%	13.5%	12.1%
i. Est. travel time	23.5%	40 %	7.1%	19.2%

Seventy-five (75%) percent of the students felt that the Intensive Involvement helped them to learn their schoolwork a lot or some, and 70% felt that the lessons were just right (neither too hard nor too easy). The lessons that the students said they learned a lot from were the music program (43.5%), the land grant game (38.5%), map measurer (36.4%) and area of a land grant plot (35%).

C. Attitudinal

The questions asked about attitude included how the students liked the Intensive Involvement compared to doing lessons in the classroom, how much they learned on the trip, how comfortable they felt being away from home for a night, whether they felt that the I.I. was worth the extra effort, whether they would enjoy going to another one, whether the I.I. helped them to get along with their friends and classmates, whether they would recommend the I.I. to their friends, whether they felt as comfortable with a study group at Camp as they did in their classroom, and whether they got to know any other students or staff people better during the I.I. The students were also asked to rate the attitude of teachers and staff during the I.I., their desire to learn, how well they slept and their feelings during the I.I.

1. How did you like the I.I. compared to doing lessons in the classroom?

I liked	About the same	Not as well	Blank
76.4%	17.1%	4.2%	2.1%

2. Rate how much you learned on the trip.

I learned a lot	I learned something	I didn't learn much	I learned nothing	Blank
35.7%	55%	5%	2.8%	1.4%

3. Rate how comfortable you felt being away from home for a night.

I was scared	I felt a little afraid	I felt O.K.	I felt very comfortable	Blank
5%	5%	33.5%	55%	1.4%

4. Did you feel that the I.I. was worth the extra effort?

Yes	No	Blank
90.7%	7%	2.1%

5. Would you enjoy going on another I.I.?

Yes	No	Blank
92.1%	7.1%	.7%

6. The I.I. helped me to get along with my friends and classmates.

Better	About the same	Not as well	Blank
38.5%	58.5%	2.1%	.7%

7. Would you recommend the I.I. to your friends?

Yes	No	Blank
93.5%	5%	1.4%

8. Did you feel as comfortable with a study group at Camp as you do in your Classroom?

Just as comfortable	More Comfortable	Less comfortable	Blank
62.8%	30.7%	5.7%	7%

9. Please rate the following:

	Excellent	Good	Fair	Poor	Blank
a. Attitude of the teachers and staff during I.I.	45.7%	42.8%	10%	.7%	.7%
b. Your desire to learn	15.7%	65 %	16.4%	2.1%	.7%
c. How well you slept	26.4%	36.4%	20 %	15%	2.1%
d. Your feelings during the I.I.	39.2%	46.4%	11.4%	1.4%	1.4%

10. Did you get to know any other students or staff people better during the I.I.?

Yes	No	Blank
84.2%	10.7%	4.2%

About 3/4 of the students liked the I.I. compared to doing lessons in the classroom better, 1/3 said that they learned a lot and over half that they learned something. Also over half said that they felt very comfortable being away from home overnight and another 1/3 felt o.k. about this.

Over 90% said that the I.I. was worth the extra effort, that they would enjoy going to another one and that they would recommend it to their friends. Almost 90% of the

students rated the attitude of teachers and staff during the I.I. excellent or good.

Comparison of Students and Staff

1. Please rate the Camp on each item below:

	Poor		Good		Excellent	
	Students	Staff	Students	Staff	Students	Staff
a. Toilets	17.1%	5.2%	76.4%	78.9%	5.7%	15.7%
b. Food	20 %	10.5%	62.1%	84.2%	17.8%	5.2%
c. Housing	11.4%	0%	73.5%	42.4%	14.2%	52.1%
d. Recreation	5.7%	15.7%	53.5%	52.6%	40 %	31.5%
e. Lessons	12.1%	15.7%	77.1%	52.6%	10 %	31.5%

2. Were the lessons:

	Students	Staff
a. Too easy	15%	15.7%
b. Too hard	9.2%	21%
c. Just right	70%	47.3%

3. Did you get to know any students or staff people better during the I.I.?

	Students	Staff
Yes	84.2%	73.6%
No	10.7%	21%

There was a general agreement between students and staff in the way they rated sanitation, food and recreation. There were slight disagreements in the areas of housing and

lessons. In both instances the staff felt that the quality was better than the students did.

Over 2/3 of the students, but not quite half of the staff felt that the lessons were just right. Twenty-one (21%) percent of the staff felt that they were too hard, but only 9% of the students thought so. About 10% more students than staff said that they got to know other students or staff people better during the I.I.

Summary

Overall, both students and staff were satisfied with the Intensive Involvement and would like to participate in another one. Both staff and students felt that there was enough time allowed for each of the lessons and that the students learned something from them. The physical facilities of the camp were also generally rated the same by students and staff. They also agreed on the lessons which were the most valuable to students, and easiest for the staff to administrate.

E. DISSEMINATION ACTIVITIES DOCUMENTATION

Dissemination took place in four major ways during the year:

A. Personal presentations by staff in the following areas:

	Number	Approx. Hours	People Contacted
1. Awareness	67	114.05	2057
2. On-site	24	134.50	109
3. Training	10	98.1	174
TOTAL	101	346.65	2340

Based on an eight-hour day, this amounts to over 43 man-days of direct service. Appendix III lists the presentations by type of participation in conferences and workshops.

Since 1972, when Project R-3 was identified by the National Right-to-Read Office as one of the five (5) models in the nation, the project personnel have been active in National-Diffusion Network and related nationally sponsored conferences. This year there were four presentations added to the following list since 1973.

B. Participants

Paulihe Perazzo, Director	1973 - Right-to-Read Workshop (U.S.O.E.). Request of Dr. Ruth Love Halloway, Washington, D.C.

Pauline Perazzo, Director Joyce Lazzeri, Program Trainer	1974 National Training Conference for Educators of Disadvantaged Title I Sponsored Workshop Presentation
Pauline Perazzo, Director	1975 National Diffusion Network Orientation - U.S.O.E. Washington, D.C.
Wallace Baumer, Staff	1975 National PIP (Project Information Package) Replication Conference, Washington, D.C.
Pauline Perazzo, Director	1976 National Diffusion Network Conference - Panel Presentation, Washington, D.C.
Pauline Perazzo, Director	1976 Orientation Meeting of PIP (Project Information Package) Diffusion Contractors CEMREL, St. Louis, Missouri.

1977-78

Pauline Perazzo, Director	1977 National Diffusion Network Conference, Arlington, Virginia
Joyce Lazzeri, Program Trainer Wallace Baumer, Staff	1978 National Diffusion Network Midwinter Conference Kansas City, Missouri

Joyce Lazzeri, Program Trainer	1978 National Association of Secondary School Principals Anaheim, California
Joyce Lazzeri, Program Trainer	1978 Association of Supervisors and Curriculum Development San Francisco, California

The participation of project staff in the National Conferences have proven invaluable in reaching the goals of the National Diffusion Network. New strategies are shared by meeting other Developer/Demonstrators. Contacts with Facilitators have been important in setting up awareness presentations.

C. Visitors

Over 120 visitations have been made to the project. Forty-one were from California counties representing 50 different districts. Five different states were represented out of California and two foreign countries (Africa and Costa Rica).

D. Dissemination of Materials

Three thousand, three hundred and seven different requests were made for materials. Figure 4 shows the listing of type of material requested, and Figure 5 shows a list of places that requested materials. This list represents 41 different states and four different countries.

PAULINE E PERAZZO
DIRECTOR

CHARLES B KNIGHT
SUPERINTENDENT OF SCHOOLS

PROJECT R-3

HERBERT HOOVER JUNIOR HIGH SCHOOL
SAN JOSE UNIFIED SCHOOL DISTRICT
1635 PARK AVE. SAN JOSE, CALIFORNIA 95126
TELEPHONE (408) 287-1111

GAMING/SIMULATIONS - CAREERS - Dissemination booklets available at $2.50 each (tax included).

186 Career Preparation Unit
219 Personal Finance Unit
151 Electronic Data Processing Occupations
121 Marine Occupations
161 Environmental Occupations
152 Public Utility Occupations
150 Community Planning Occupations
140 Manufacturing Occupations
152 Marketing Occupations
182 Business and Office Occupations
150 Recreation Occupations
151 Public Safety Occupations
161 Scientific Occupations
137 Communication Occupations
163 Agricultural Occupations
146 Transportation Occupations
150 Personal Service Occupations
182 Mathematics Component
37 Flowcharting
124 Reading Component
211 Annotated INDEX ($.50)
76 Administrative Guide & Instructional Management Package

Out of State:
Invoice Forthcoming from
San Jose Unified School
District Accounting Dept.

Budget # 10-429-77-4559-38638-

ORDER FORM:
Please send to: NAME _____ P.O.# _____
ADDRESS _____
CITY, STATE, ZIP _____
Check list above for titles - total number of books ordered _____
Bill me at above address. Total Cost $_____
(Prices subject to change without notice.)

3,307

Organization or School District _____ Telephone _____

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Dissemination Requests 1977 - 1978

1.	Alabama	1	26.	North Dakota	2
2.	Arizona	1	27.	North Carolina	2
3.	Arkansas	12	28.	Ohio	34
4.	California	1,092	29.	Oregon	20
5.	Colorado	3	30.	Pennsylvania	43
6.	Connetícut	2	31.	South Carolina	2
7.	Delware	3	32.	South Dakota	2
8.	Florida	36	33.	Texas	11
9.	Georgia	26	34.	Tennessee	2
10	Illinois	23	35.	Utah	4
11.	Indiana	2	36.	Virginia	12
12.	Iowa	736	37.	Washington	50
13.	Kansas	335	38.	Wyoming	64
14.	Kentucky	114	39.	Wisconsin	40
15.	Maryland	9	40.	Hawaii	4
16.	Michigan	52	41.	Alaska	4
17.	Minnesota	5			
18.	Massachuesetts	2			
19.	Missouri	71			
20.	Montana	10.			
21.	Mississippi	1			
22.	Nebraska	210			
23.	New Jersey	55			
24.	New Mexico	6			
25.	New York	26			

Countries

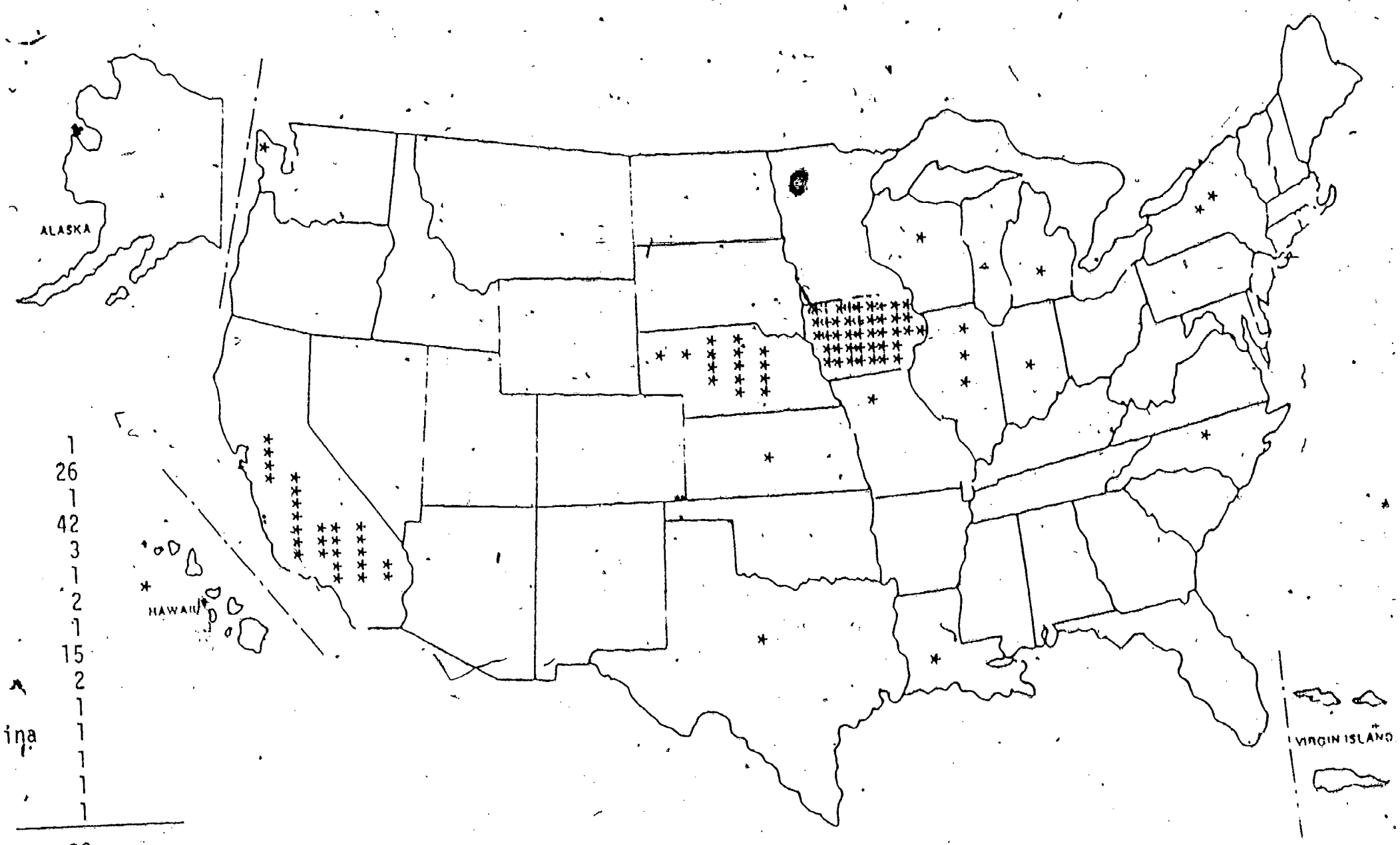
Alberta, Canada	1
Ontario, Canada	8
Saskatchewa, Canada	2
British Columbia	2
Esbjerb, Denmark	1
Africa	1

FIGURE 5

Total cost of dissemination activities for this year was $35,360. Of this total, $24,460 or 69% was available through an ESEA Title IV grant which employed one person full-time and provided additional monies for duplication, postage, and travel. The R-3 project put in $10,900 or 31% of the monies in this effort. This dollar amount for R-3 monies reflects 8% of a total R-3 budget.

Perhaps as a result of these activities, there have been 99 replications of the R-3 concepts all over the United States. Figure 6 shows where these replications are, and Appendix IV lists them by address.

REPLICATIONS OF PROJECT R-3



1.	Arkansas	1
2.	California	26
3.	Hawaii	1
4.	Iowa	42
5.	Illinois	3
6.	Kansas	1
7.	Louisiana	2
8.	Michigan	1
9.	Nebraska	15
10.	New York	2
11.	Ohio	1
12.	North Carolina	1
13.	Texas	1
14.	Washington	1
15.	Wisconsin	1
	Total	99

FIGURE 6

V. CONCLUSIONS AND RECOMMENDATIONS

The Reading and Mathematics program at Hoover was successful in achieving all of its objectives in Mathematics and most of the Reading objectives in terms of student achievement. Students achieved nine months of growth in Reading and two years of growth in Mathematics for seven months of instruction. This works out to 1.3 months of growth for each month in the program in Reading, and 2.8 months per month of instruction in Mathematics.

The following conclusions are based on the data presented in the preceding report.

1. Students actually caught up with national norms and were achieving at grade level in Mathematics. Though starting out one year four months behind, these students were at grade level by the end of the year.
2. Students who were in the program the entire two years (7th and 8th grade) growth was six months beyond the others. These students were achieving halfway through grade 9 by the end of grade eight. This is one important finding which shows the effectiveness of the R-3 Math program for two years.

3. Students in the program showed lower attitudes toward affiliation and innovation in reading. Students were high on order and organization and teacher control. In mathematics, no differences were found which were significant between student responses on the six scales however, one teacher was lower than the others. Steps were taken to assist in improving this teacher's classroom environment during the year.

4. Math classroom activities were typified by some students moving around, the majority working in their seat and firm consistent classroom discipline. The students worked independently most of the time. Class interest centers were not too well organized, though 90% of the students were actively participating. The reading classroom observation revealed an extremely more controlled situation with more quiet, very little movement and most time spent working on contracts. Teachers and aide mostly worked one-to-one with students and a large

amount of discipline was observed in interactions. These findings correlate with student attitude measures for the reading program. Ninety (90%) percent of the students were seen to be actively participating under these conditions.

5. Even though a common prep-time was developed for teachers in Math, it appeared that it was not used to improve the team planning effort. In the absence of a resource teacher, it was not clear who really was to have a leadership position in the Math program. Consequently, often Math teachers were doing things which was not too well related to the program during the prep. period.

6. Aide evaluations of their own activities showed aides not feeling "satisfactory" about discovery of new skills and communication with parents, though teachers rated them higher on these two dimensions. Such limited data was available on the reading aides that no conclusions could be drawn.

7. An extensive staff survey of attitudes was conducted during the year which revealed overall satisfaction with participation in the program. Most activities noted were: remedial work, small

group work, one to one, and clerical activities — these activities seem to typify the majority of time spent in the classroom by the staff.

8. The Hoover project received a perfect state management audit and review (M.A.R.). This is quite unusual according to the state reviewers and is noteworthy of mention.

9. An exciting Intensive Involvement was held for about 40% of the project students. Interestingly, only one of the four project Math teachers participated in the program. Teachers rated housing facilities excellent and sanitation, recreation, learning facilities, and food, good. Ninety-five (95%) percent of teachers said that the directions for the work were clear and 4 of 5 would do it again. Students were rated high on following routine, directions and sleeping at night.

Students evaluated sanitation, food, housing and lessons, good, and games and recreation excellent. Ninety (90%) percent would go again and 40% felt the experience helped them socially.

10. A tremendous amount of time and effort went into dissemination. Funded 69% by an ESEA Title IV-C grant, the project contacted over 2,000 people by presentation taking over 300 hours in 101 sessions. In addition, 120 visitors from 50 districts visited the program and 3,307 different materials were mailed out. To date there are 99 full or partial replications of these learning concepts which is, in part, due to this effort. Eight (8%) percent of the project monies was spent on dissemination.

APPENDIX I

SAN JOSE UNIFIED SCHOOL DISTRICT

Demonstration Programs

Classroom Observation Rating Scale

	STUDENT	TEACHER	AIDE	TUTOR
1. Atmosphere				
Many people interacting at one time*				
A few people interacting at one time				
One person talking				
Quiet				
*Note if related or unrelated work.				
2. Movement				
Many people moving around classroom				
A few people moving around classroom				
One person moving around classroom				
No physical movement in classroom				
3. Curricular Activity (What)				
Directions				
Discussion				
Clerical				
Discipline				
Skills (name)				
Games - Simulations Name				
Homework				
Contract				
4. Class Organization (How)				
Lecture				
Small Groups				
One-to-One				
Independent Work				

5. Staff Rapport with Class (Comments)

6. Instructional Procedures (check as many as are applicable)

___a. positive discipline
___b. materials available as supplements to activity
___c. interest centers
___d. arrangement of students in room benefits particular instructional activity

7. Student Motivation

	Percentage				
a. actively participating	10%	25%	50%	75%	90%

APPENDIX II

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

DATE: January 31, 1978

School: Herbert Hoover, Jr. High

District: San Jose Unified School District

PROGRAM COMPLIANCE REVIEW INSTRUMENT

Introduction:

The combined cooperation of County Superintendents, local education agencies, and the State Department of Education has produced these school and district level compliance reviews. The purpose of these instruments is to assist in the review and examination of consolidated programs at the school and district level for compliance with Federal and State Regulations.

Explanation of Use:

This instrument is primarily designed to be used by a State Department of Education review team. It may also be used by schools for self-analysis.

In order for the State Department of Education review team to complete the review and provide assistance where necessary, it is required that within thirty (30) days of this compliance review, a response to each item of non-compliance cited in the district and school(s) review be submitted to the California State Department of Education, Attention: Edward L. Bispo, Manager, Secondary Field Services, 721 Capitol Mall, Sacramento, California 95814. This response should indicate the action or plans taken by the district to bring the project into compliance with laws and regulations. Should the district desire to appeal the non-compliance determination, such an appeal must be submitted in the same manner.

SPECIAL INSTRUCTIONS:
Two copies of this document should be signed by Program Compliance Review Team Coordinator, PCR Member(s), and Superintendent or Designated Representative. One copy is for the Superintendent's records and one copy will be returned to the Department of Education along with the compliance review instruments.

Review Submitted by: Lester C. Untereiner — PCR Team Coordinator — 2/1/78 (Date)

Paul Fitzmaurice — PCR Member — 2/1/78

PCR Member

PCR Member

Review Received by: Ralph O. Ryan — Superintendent or Designated Representative — 2.1.78 (Date)

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FY 77-78

0422-0414-8 r0823-18 es17/11/A6

County 43 | District 96666 | School code 60621111 | Region

HERBERT HOOVER JUNIOR HIGH
SANTA CLARA UNIFIED
PAUL HANNI
LES UNTERSEHER

PART I

California State Department of Education
721 Capitol Mall
Sacramento, CA 95814

SECONDARY SCHOOL LEVEL PROGRAM COMPLIANCE REVIEW INSTRUMENT

*Authority	Points of Inquiry	Id#	Yes	No	Comments
	To be examined during the conference with the principal or site coordinator				
	1.0 Selection of Program Participants				
1:3934(a)(c) (d) 3:116a.22	1.1 Educationally Disadvantaged Youth (ESEA Title I and/or SB 90)				
	1.1.1 The school has on file an EDY list of all students who are project participants who are Q_2 or below	1	✓		
1:3934(d) 3:116a.22 4:pg. 2	1.1.2 School is following the district written uniform criteria for the selection of project participants.	2	✓		
	2.0 Program Administration				**Observation
1:3937(a) 3:116.40	2.1 Services to participating students from consolidated application programs are supplementing, not supplanting, the district's basic programs.	3	✓		
1:3937(a)	2.2 All regular classroom teachers are funded from district resources.	4	✓		

*Key to references listed in authority column:
1. State Regulation (Title 5)
2. State Education Code
3. Federal Regulations (1976) as amended (ESEA Title I and IVB)
4. State Board Policy on services to limited-English speaking students, 12/12/75.
5. Memos of Special Instructions: Feb. 23, 1977 and April 20, 1977.

**Also to be checked when visiting classrooms.

Authority	Points of Inquiry	Id#	Yes	No	Comments
1:4313 2:5767.4 5:Apr 20, 1977 pg.19	3.3 If there are LEP/NES Title I or SB 90 students at a grade level (any number) and the school has one or more of the funding sources designated under Title 5 regulation 4312(c), then the school has implemented an Individual Learning Program as described under Title 5 regulation 4313.	12	✓		
1:4313 2:5767.2(f) 5:Apr 20, 1977 pg. 11	3.4 Students who do not receive services under Title 5 4312(c) participate in an Individual Learning Program.	13	✓		
1:4311	3.5 The Individual Learning Program includes ESL activities which develop and strengthen English language skills.	14	✓		
1:4311	3.6 The Individual Learning Program makes use of the student's primary language whenever necessary for understanding subject matter classes such as history, science, etc.	15	✓		
1:5767.4(b)	3.7 There is evidence that the Individual Learning Program services were provided in consultation with the pupil and parent (guardian).	16	✓		
	To be examined during classroom visitations and during conferences with teachers. 4.0 Program Implementation				
1:3926	4.1 The school is implementing its comprehensive program plan as approved by the State Department of Education.	17	✓		

Authority	Points of Inquiry	Id#	Yes	No	Comments
116a21(d) 116a22(a)(4)	4.2 Project personnel, e.g., teachers, aides, counselors, etc., can identify project participants.	18	✓		
1:3931 3:116.47	4.3 The individualized instructional program includes the following elements:				
	a. Organization; e.g., a classroom management plan for the implementation of the individualized program.	19	✓		
	b. Continual assessment of student needs in English and the language other than English for LES/NES students.	20	✓		
	c. Diagnosis: continuous use of data from diagnostic tests and systematic observation of individual student progress in both English and the language other than English of the LES/NES students.	21	✓		
	d. Continuous Progress: a continuum of instructional objectives serves as the basis for indicating student progress from criterion-referenced measures in both English and the language other than English of the LES/NES students.	22	✓		
	e. Prescription: various prescriptive tasks, materials, and methods in English and the language other than English of the LES/NES students are available which are specific to the diagnosed needs of each student.	23	✓		
	f. Documentation: student progress is recorded or documented.	24	✓		

Authority	Points of Inquiry	Id#	Yes	No	Comments
	5.0 Isolation and Segregation of Students				*Principal
1:3935	5.1 The categorical aid program does not segregate students on the basis of race, ethnicity, religion, sex or socioeconomic status.	25			
1:3935	5.2 The categorical aid program does not physically isolate educationally disadvantaged students from their classmates on a scheduled daily basis. Students may be assigned temporarily from their regular classroom to categorical services facilities (reading or mathematics laboratories, bilingual learning center, etc.) related to a specific diagnosed need.	26	✓		*Principal
1:3935	5.3 The categorical aid program does not establish adjustment classes or special tracks for educationally disadvantaged students.	27	✓		*Principal
	6.0 Coordination of Resources				
1:3926	6.1 Categorical programs are coordinated into the total school program.	28	✓		
	7.0 ESEA Title IV B Program				
3:134a.2	7.1 ESEA Title IV B materials, services or equipment are being used in accordance with the approved district project.	29	✓		

*Also to be checked when interviewing principal.

Authority	Points of Inquiry	Id#	Yes	No	Comments
	To be examined during conferences with teachers and with aides. 8.0 Staff Development				
1:3933 3:116.34 5:Feb. 23, 1977 pp. 7-11	8.1 School provides for some joint participation of teachers and aides in staff development activities.	30	✓		
1:3933 5:Feb. 23, 1977 pp. 7-11	8.2 Staff development activities incorporate input from staff.	31	✓		
1:3933 5:Feb. 23, 1977 pp. 7-11	8.3 The assessment of student needs was the basis for selection of the staff development activities.	32	✓		
1:3933 5:Feb. 23, 1977 pp. 7-11	8.4 There is evidence that teachers selected for the staff development activity have acquired the skills and knowledge intended for that activity.	33	✓		
4:Pg. 7 5:Feb. 23, 1977 pp. 7-11	8.5 There is evidence that teachers utilize the newly gained skills in the classroom.	34	✓		
	To be examined during conference with parent advisory committee. 9.0 Parent and Community Involvement School Advisory Committee SB 90 ONLY				
1:3930(b)	9.1 The SAC includes parents who are representative of the ethnic and socioeconomic composition within the school attendance area.	35	✓		

Authority	Points of Inquiry	Id#	Yes	No	Comments
1:3930(b) 3:116a.25	9.2 A majority of the members of the SAC are parents of participating students.	36	✓		
1:3930(b)	9.2.1 Parents meeting requirement #9.2 are not employees of the district.	37	✓		
1:4318 2:5767.14	9.2.2 If the total school has 20 or more LES/NES students, a majority of the SAC or subcommittee participants are parents of the LES/NES population.	38	N/A		
2:5767.14	9.2.3 Representatives from the bilingual subcommittee are members of the district advisory committee.	39	N/A		
1:3930(b)	9.3 SAC includes representation from teachers, and may include aides, support personnel, administrators, community service agencies, and the community.	40	✓		
1:3930(a)	9.4 The SAC was involved in planning the program.	41	✓		
1:3930(a)	9.5 The SAC was involved in implementing the program.	42	✓		
1:3930(a)	9.6 The SAC was involved in evaluating the program.	43	✓		
1:3948	9.7 The school has disseminated written procedures to ensure that parents and others will receive prompt response to suggestions and complaints.	44	✓		

Authority	Points of Inquiry	Id#	Yes	No	Comments
	School Advisory Committee for ESEA, Title 5 TITLE I ONLY 9.8 ESEA Title I		N/A		
3:116a.25	9.8.1 The parents of participating educationally disadvantaged students constitute a majority of members of the Title I committee or subcommittee.	45			
3:116a.25(b)	9.8.2 There is evidence which indicates that all of of the parents of students eligible to attend the public school in this project area, including parents of students living in this area and enrolled in private schools are eligible to participate in the selection of SAC membership.	46			
3:1162.25(c)	9.8.3 The local educational agency has established appropriate procedures, in consultation with the district advisory council, whereby parents of students who are, or will be participating in the project may be identified so that they may be considered for membership on the school advisory committee.	47			
3:116a.25(c)	9.8.4 No parent has been identified for the purposes of 9.8.3 who has not given his consent to be so identified.	48			

Authority	Points of Inquiry	Id#	Yes	No	Comments
3:116a.25(d)	9.8.5 After consulting with the district advisory council, the local education agency has established procedures for nomination and selection of parents identified under 9.8.3.	49	N/A		
3:116a.25(d)	9.8.6 Nomination and selection procedures provide for adequate notice of the time, place, and method whereby selection will be made.	50			
3:116a.25(d)	9.8.7 Appropriate measures have been taken to insure that adequate notice is provided for parents. In an area where the dominant language is other than English, such notice is to be published in the language other than English.	51			
3:116a.25(g) 1	9.8.8 There is evidence that each council member has been furnished copies of Title I of the act, federal regulations, state regulations, and guidelines.	52			
3:116a.25(g) 2	9.8.9 There is evidence that all council members received appropriate training materials and orientation which will assist them in carrying out their function.	53			
3:116a.25(g) 3	9.8.10 There is evidence that the SAC has been provided with a copy of the current application and other documents needed for the planning, implementation, operation, and evaluation of the Title I project.	54			

Authority	Points of Inquiry	Id#	Yes	No	Comments
3:116a.25(g) 3	9.8.11 The School Advisory Council has been involved in planning the project.	55			
3:116a.25(a) 3	9.8.12 The SAC has been involved in implementing the project.	56			
3:116a.25(a) 3	9.8.13 The SAC has been involved in evaluating the project.	57			
1:3948	9.8.14 The local educational agency has developed adequate procedures to insure prompt response to complaints and suggestions from parents and parent councils.	58			
	10.0 Evaluation				
1:3929	10.1 The results of the evaluation have been reported to the SAC.	59	✓		
	11.0 Dissemination of Information (ESEA, Title I only)				
3:116.45	11.1 The school is following its written plan for the dissemination of program information to parents, community, teachers, and administrators.	60			
3:116.44	11.2 The ESEA Title I requirement that significant developments and experiments in education be disseminated to teachers and educational administrators is being met.	61			

APPENDIX III

INTENSIVE INVOLVEMENT

MONDAY AND TUESDAY SCHEDULE

MAY 8th and 9th

Day One

8:30 - 9:00	Organize classes in cafeteria
9:00 - 10:30	Travel Highway 17 to Camp Campbell
10:30 - 11:00	Arrival at Camp. Students will report to the dining hall. Cabin leaders will help them get settled in their cabins.
11:00 - 12:30	Students report to the lodge to meet their study - group leaders
12:30 - 1:00	Walk to cafeteria for lunch. Students may sit with whomever they wish - teachers, aides, and hoppers are assigned to specific tables.
1:00 - 2:00	Students report to lodge for Lesson II
2:30 - 2:45	Snack break in lodge
2:45 - 4:30	Students report to group leaders for Lesson III
4:30 - 5:30	Students report to lodge for assignment to recreational activities
5:30 - 6:00	Clean up for dinner in cabins
6:00 - 6:45	Walk to the cafeteria for dinner. Students may sit with whomever they want
6:45 - 8:15	Students report to the lodge for Lesson IV
8:15 - 9:45	Student will work in the lodge on Lesson V
9:45 - 10:15	Snacks in lodge
10:15 -	Students report to their cabin leaders Walk to cabins in groups Lights out at 10:45 p.m.

Day Two

7:00 - 7:30	Rise, dress, pack and clean up cabins
7:30 - 8:00	Take gear to lodge. Clean up Camp.
8:00 - 8:30	Walk to cafeteria for breakfast
8:30 - 10:00	Students report to lodge for Lesson VI
10:00 - 10:30	Awards
10:30 - 12:00	Walk to bus for trip home Buses will drop students off at Washington, Broadway, Gardner and Hoover schools

LESSONS

Lesson I.	Planning Travel Costs
Lesson II.	The Map Measurer Education / Career Game
Lesson III.	Land Grant Game "Dry Run" Land Grant Game "Stakeout"
Lesson IV.	M-e, Magical Mystery Music
Lesson V.	Map Making Area of Land Grant Plot Survival in Space
Lesson VI.	Land Grant Request Estimated Travel Time

CAMP EVALUATION SHEET

May 8th and 9th

NAME (student)	SCHOLARSHIP	CONDUCT	COMMENT
GROUP LEADER			
DAY ONE			
1. Bus Trip	X	X	
2. Lesson I Planning Travel Costs			
3. Lunch Manners	X	X	
4. Lesson II The Map Measurer			
5. Education / Career Game			
6. Lesson III Land Grant Game "Dry Run"			
7 Land Grant Game "Stakeout"			
8. Recreation	X	X	
9. Dinner Manners	X	X	
10. Lesson IV M-e, Magical Mystery Music			
11. Lesson V Map Making			
12. Area of Land Grant Plot			
13. Survival in Space			
DAY TWO			
1. Cabin Clean-Up	X	X	
2. Breakfast Manners	X	X	
3. Lesson VI Land Grant Request			
4. Estimated Travel Time			
5. Awards			
6. Bus Trip	X	X	

APPENDIX IV

PRESENTATIONS 1977-'78

AWARENESS

	PRESENTATIONS	HOURS	NO. PEOPLE
1. May 31-June 4, 1977 Right-to-Read Conference Secondary Laramie, Wyoming	7	25 hrs.	60
2. September 29, 1977 California Administrators of Special Programs Tahoe, California	1	1 hr.	50
3. October 13, 1977 San Jose Unified Career Awareness Presentation San Jose, California	2	2 hrs.	20
4. October 14, 1977 Leadership Conference California Association of Comprehensive Education Sacramento, California	1	1 hr.	35
5. October 19, 1977 Board of Education Presentation San Jose, California	1	30 min.	50
6. October 20, 1977 Open Forum on Reading Sponsored by John Vasconcellos - Assemblyman Santa Clara, California	1	2 hrs.	50
7. October 28, 1977 Lincoln High Scholl Lincoln, Nebraska	2	2 hrs. & 45 min.	27
8. November 1-4, 1977 Education Festival of 1977 Spokane, Washington	3	50 min.	25
9. November 1-4, 1977 Education Festival of 1977 Seattle, Washington	3	2-50 min. 1-1 hr.	75
10. November 5, 1977 "Unity in EDUCATION" Boise, Idaho	4	1-1 hr, 3-15 min.	25
11. December 4, 1977 Program Awareness for Teachers and Curriculum Specialists Detroit, Michigan	2	2 hrs.	41

AWARENESS

		PRESENTATIONS	HOURS	NO. PEOPLE
12. December 5, 1977 Far West Lab. Meet with D/D's and California State Facilitators San Francisco, California		1	8 hrs.	25
13. January 7, 1978 Secondary Education Symposium California State Department Los Angeles, California		1	1 hr.	15
14. January 22-24, 1978 Title I Conference San Francisco, California	(Table Talk)	1	16 hrs.	20
15. February 4, 1978 National Association of Secondary School Principals Anaheim, California	(Table Talk)	1	4 hrs.	50
16. February 16-17, 1978 Exemplary Programs of California Fresno, California		2	2 hrs.	33
17. February 20-23, 1978 Northern California Demonstration Conference Ukiah, California		3	3-50 min.	50
18. March 3-4, 1978 Association of Supervisors & Curriculum Development (National) San Francisco, California	(Table Talk)	1	10 hrs.	300
19. March 14-16, 1978 California State Demonstration Programs Conference San Jose, California		9	9 hrs.	258
20. April 1, 1978 Career Education Workshop Gunderson High School San Jose, California		2	4 hrs.	200
21. April 4, 1978 Spring Reading Awareness Circus Indianapolis, Indiana		1	1 hr. & 20 min.	15
22. April 5, 1978 Reading Awareness Conference Louisville, Kentucky		2	1 hr. 20 min.	80

AWARENESS

	PRESENTATIONS	HOURS	NO. PEOPLE
23. April 13-15, 1978 National Council Math Teachers Conference San Diego, California	2	40 min.	150
24. April 18, 1978 Right-to-Read Conference Freno, California	1	1 hr.	15
25. April 18-19, 1978 Second Annual Urban Education Conference "Action Progress & Success in Urban Education" East Brunswick, New Jersey	1	45 min.	15
26. APRIL 25,26,27, 1978 California Demonstration Programs in Reading & Mathematics Conference Smith River, California	3	5 hrs.	100
27. May 3, 1978 Secondary Principals, Title I Los Angeles Unified School District Edwin Markam Junior High Los Angeles, California	1	1 hrs.	75
28. May 4-5, 1978 Kansas Association for Middle Level Education French Middle School Topeka, Kansas	2	1 hrs. & 20 min.	40
29. May 16-17, 1978 California Demonstration Programs in Reading & Mathematics Southern Conference San Diego, California	4	4 hrs.	158

TOTAL 67

ON SITE/

	Presentations	Hours	No. People
1.	May 1, 1977 McKinleyville, CA Jay Eastman	3	1
2.	June 2, 1977 Bryan Perryman McKinleyville, CA	4	1
3.	October 11, 1977 Gayle Stevens, Michigan		
4.	Peter Treadway, R.M.C., Mountain View Judith Appleby, A.I.R., Palo Alto	8	3
5.	October 19, 1977 Modesto, CA (Mark Twain Jr. Hi., Modesto Hi.) Menlo Park, CA (Dorothy Collins - Encinal School Betty Oliver, Hillview School)	4	3
6.	November 18, 1977 Northern Calif. Jr. High School Principals (18 school districts) Virginia Barthelow, Steinbeck Jr. High - San Jose, CA Ginna Lurton & Dr. Dorothy Blackmore - State Facilitators	2	50
7.	November 30, 1977 Michael Lorche, Principal Samuel Gompers Jr. High San Diego, CA	4	1
8.	November 30, 1977 Marina Junior High School Diane Meltesen & Sue Shubert - Coordinators San Francisco, Ca.	3	2
9.	January 5, 1978 Liberty Union High School 520 Second Street Brentwood, CA (Contra Costa County) Bob Glin and Caroyln McNabe	4	2
10.	January 19, 1978 John Kriess, Ted Tilly Napoleon, Ohio	16	2

ON SITE

	Presentations	Hours	No. People
1.	January 26, 1978 Dr. Barbara Junge, UNESCO Nigeria, Africa	4	1
2.	February 6-7, 1978 Ernie Litler Chillicothe, MO.	16	1
3.	February 8, 1978 Math Teachers (2) Sunnyvale High School, Sunnyvale, CA	4	2
4.	March 8, 1978 Manhattan, Kansas Tom Hawk, Director Secondary Education Sharon Chester, Facilitator's Office - Kansas	4	2
5.	March 17, 1978 Ron Bergman, Principal 6 Teachers/Aides Parlier, CA	4	7
6.	March 28, 1978 Art Cobeen, Vandenburg High School Travis Air Force Base, CA	4	1
7.	April 12, 1978 Steve Weinburger Sunnyvale High School Sunnyvale, CA	6	1
8.	April 13, 1978 Professional Development Center Team Planning Fresno, CA	2 hr-30 min	4
9.	May 1-3, 1978 Don Nieman, Math Consultant State Department of Education Lincoln, Nebraska	16	1

ON SITE

	Presentations	Hours	No. People
20.	May 2, 1978 3 Teachers Reading/Math Petaluma Junior High School Petaluma, CA	4	3
21.	May 4, 1978 St. Leo's School San Jose, CA	3	5
22.	May 2, 1978 Petaluma, CA	5	3
23.	May 24, 1978 Teachers/Parents Manteca, CA	6	10
24.	May 26, 1978 Tehipite Junior High School 630 North Augusta Bil Von Felten, Marilyn Osganian & Chris Watkins Fresno, CA 93701	8	3

TRAINING

	Presentations	Hours	No. People
1.	August 16-18, 1977 Munger Junior High School Wichita, Kansas	24	3
2.	November 21, 1977 San Jose Unified - Steinbeck Junior High San Jose, CA	6	8
3.	In January 3-6, 1978 Awareness Reading/Lanugage Arts Conference Madison, Wausau, Wisconsin	7-1 hr 45 min.	75
4.	January 19, 1978 John Kriess, Ted Tilly (On Site) Napoleon, Ohio	16 hrs	2
5.	February 16-19, 1978 Western Regional Conference on Reading Portland, Oregon	1 hr-15 min	45
6.	March 27, 1978 Hillsboro School District Portland, Oregon	16	9
7.	April 20, 1978 Educational Improvement Center, North West Morristown, New Jersey	1-6 hrs	7
8.	May 1-3, 1978 Don Nieman, Math Consultant State Department of Education Lincoln, Nebraska	16 hrs	1
9.	May 3, 1978 Burnett Jr. High Staff Substitutes, College Tutors Lincoln High School Peer Tutors San Jose, CA	4 hrs	16
10.	May 4-5, 1978 Brooks Junior High School Wichita, Kansas	1 hr-30 min.	8

REPLICATIONS OF PROJECT R-3

Name	Number Students	Grade Level	Components
1. Gary Kuphal, Supervisor Union Whitter Community Schools Union, Iowa 50258	9	9-10	Career Ed. Class
2. Louis H. Schafer New Providence School P.O. Box 98 New Providence, Iowa 50206	120	7-12	English, Math, Social Studies, Business
3. Blake Brown North Junior High School 105 East Main West Union, Iowa 52175	360	7-9	Guidance
4. Richard L. Madrigal Parlier High School 601 Third Street Parlier, CA 93648	140	9-12	Career Studies, Senior Problems
5. Amber I. Orshell Cedar Rapids Public School P.O. Box 711 Cedar Rapids, Nebraska	60	6-8	Social Studies, English
6. Deborah Wheeler, Counselor Melcher Dallas High School Melcher, Iowa 50163	36	8	Career Class
7. James Ottawa Bloomer Junior High School 210 South 7th Street Council Bluffs, Iowa	300	7-9	
8. Norma L. Thomas Gidley School 10226 Lower Azusa Road El Monte, CA 91731	104	7	Consumer Education
9. Magee Middle School 500 North Cedar Lake Road Round Lake, Illinois 60073			Complete
10. Cape Flattery School District #4 (Indian Reservation) School Community Council Neah Bay, Washington			Complete
11. Stienmetz Junior High School 108 Union Street Schenectady, New York 12303			Complete
12. Lakeside High School District Lake Village, Arkansas 71653			Complete

Name	Number Students	Grade Level	Components
13. Whittier Junior High School 32nd and Senua Lorain, Ohio 44052			Complete
14. Dutchtown Elementary School Geismar, Louisiana			Math
15. Montebello Unified School District 123 South Montebello Blvd. Montebello, CA 90640			Simulations
16. Milpitas High School 1500 Escuela Parkway Milpitas, CA 95005			Simulations
17. Baldwin Park Unified School District 3699 North Holly Avenue Baldwin Park, CA 91706			Math
18. Sharon Shackleford Oakland Unified School District 1025 Second Avenue Oakland, CA 94606			Simulations
19. W.C. Overfelt High School Eastside School District Janet Espinosa 1835 Cunningham Avenue San Jose, CA 95122			Simulations
20. Peter Burnett Junior High School 850 North Second Street San Jose, CA 95112	400		Math
21. Steinbeck Junior High School 820 Steinbeck Drive San Jose, CA 95123			Simulations
22. Edwin Markam Junior High School 2105 Cottle Avenue San Jose, CA 95125			Simulations
23. John Muir Junior High School 1260 Branham Lane San Jose, CA 95118			Simulations
24. Bret Harte Junior High School 7050 Bret Harte Drive San Jose, CA 95120			Simulations
25. Armona Union Academy Seventh Day Adventist P.O. Box 397 Armona, CA 93202	177	7-10	Simulations

	Name	Number Students	Grade Level	Components
26.	Dinuba Junior Academy Seventh Day Adventist 218 South Crawford Avenue Dinuba, CA 93618	104	7-10	Simulations
27.	Fresno Adventist Academy 5397 East Olive Fresno, CA 93727	394	7-10	Simulations
28.	Golden Gate Academy Seventh Day Adventist 3800 Mountain Blvd. Oakland, CA 94619	294	7-10	Simulations
29.	Lodi Academy Seventh Day Adventist 3800 Mountain Blvd. Lodi, CA 95240	378	7-10	Simulations
30.	Modesto Adventist Academy 2036 East Hatch Road Modesto, CA 95351	386	7-10	Simulations
31.	Mountain View Academy Seventh Day Adventist 360 Bailey Avenue Mountain View, CA 94041	153	7-10	Simulations
32.	San Francisco Junior Academy Seventh Day Adventist 66 Geneva Ave. San Francisco, CA 94112	154	7-10	Simulations
33.	Sister Adrianna St. Brigid School 873 School Craft Avenue Detroit, Michigan 48238			(Math/Simulations)
34.	Mendocino Junior High School 13174 East Parlier Avenue Parlier, CA 93648			(Simulations)
35.	Etsuko Kurokawa Waiakea Intermediate School 200 W. Puainako Street Hilo, Hawaii 96720			(Simulations)
36.	Liz Daby, Director Edwardsville High School Edwardsville, Illinois 62025			(Complete)

	Name	Components
37.	Educational Service Unit No. 2 of the State of Nebraska R.F.D. No. 1 at 2320 N. Colorado Ave. Fremont, Nebraska 68025	(Simulations)
38.	McCombs Junior High School 201 County Line Road Des Moines, Iowa 50315	(Simulations)
39.	Waterloo Community School District 1516 Washington Street Administration Building Waterloo, Iowa 50702	(Simulations)
40.	Sioux City Community School District 1221 Pierce Street Sioux City, Iowa 51105	(Simulations)
41.	Lyle A. Stenfors, Director of Purchasing Lincoln Public Schools Business Affairs Office P.O. Box 82889 Lincoln, Nebraska 68121	(Simulations)
42.	Omaha Public Schools 3902 Davenport Street Department of Business Omaha, Nebraska 68121	(Simulations)
43.	William Shipley, Assistant Principal 300 Cambridge, Findly School Des Moines, Iowa 50313	(Simulations
44.	A. D. Trebon, Principal Edison Middle School 800 Rock Island Avenue Waterloo, Iowa 50701	(Simulations)
45.	Meredith Junior High School 4827 Madison Avenue Des Moines, Iowa 50310	(Simulations)
46.	Area Education Agency #15 Building #40 P.O. Box 498 Ottumwa Industrial Airport Ottumwa, Iowa 52501	
47.	Area Education Agency #6 Larry Erion 9 Westwood Drive Marshalltown, Iowa 50702	(Simulations)

	Name	Components
48.	James Berryman Shelton Public Schools District 19-41 Shelton, Nebraska 68876	(Simulations)
49.	Monticello Community School Attention: Bev. Coyle 217 Maple Monticello, Iowa 52310	(Simulations)
50.	Ed. Skowronski, Guidance Consultant Area Education Agency #11 1932 Southwest Third Street Ankeny, Iowa 50021	(Simulations)
51.	Dr. Barbara A. Ainsworth Arrowhead Area Education Agency 1909 First Avenue - North Fort Dodge, Iowa 50501	(Simulations
52.	Clay C. Morain Jefferson Community Schools Superintendent's Office Jefferson, Iowa 50129	(Simulations)
53.	Beth I. Goodman 1515 Fifth Avenue Belle Plaine, Iowa 52208	(Simulations)
54.	Fremont-Mills Community Schools Fremont Mills Tabor, Iowa 51653	(Simulations)
55.	Thomas Murphy Davenport Community School District Central High School Davenport, Iowa	(Simulations)
56.	Bruce West, Principal Central Community School District Elkader, Iowa 52043	(Simulations)
57.	H. Stoltze Area Education Agency #12 1520 Morningside Avenue Sioux City, Iowa 51106	(Simulations)
58.	L. R. Nulph, Superintendent Anthon-Oto Schools Anthon, Iowa 51104	(Simulations)
59.	Cardinal Middle School Ankeny, Iowa	(Simulations)

	Name	Components
60.	Glen P. Lookingbill Career Development Consultant 1909 First Avenue - North Fort Dodge, Iowa 50501	(Simulations)
61.	Bernard Milton Wisner-Pilger Public School P. O. Box 580 Wisner, Nebraska 68791	(Simulations)
62.	George Thornton, Counselor Waterloo Community Schools Waterloo, Iowa 50701	(Simulations)
63.	Cedar Falls Community School District 903 Washington Street Cedar Falls, Iowa 50613	(Simulations)
64.	Karen S. Mezger P. O. Box 103 Table Rock, Nebraska 68447	(Simulations)
65.	Bob Thomas Area Education Agency #15 P. O. Box 498 Ottumwa, Iowa.	(Simulations)
56.	Joel Heiple 136 South Washington Street Hudson, Iowa 50643	(Simulations)
57.	Don Davis 305 Avenue F. Fort Madison, Iowa	(Simulations)
58.	Dean Greenough, Career Education Area Education Agency #7 3712 Cedar Heights Drive Cedar Falls, Iowa 50613	(Simulations)
59.	Linda Pitt R. R. #1 Ruthven, Iowa	(Simulations)
70.	Carol A. Sundquist English Department Chairperson Bancroft Public Schools Bancroft, Nebraska	(Simulations)

	Name	Component
71.	Neil Okones, Jr. Junior High School Principal North Tama County Community Schools Clutier, Iowa	(Simulations)
72.	Joe Feims, Director Iowa Training School for Boys Eldora, Iowa 50627	(Simulations)
73.	Robert J. Strickland, Superintendent Cedar Rapids Public Schools P. O. Box M. Cedar Rapids, Nebraska	(Simulations)
74.	Russell E. Hilker 111 Forbes Street Essex, Iowa	(Simulations)
75.	Lincoln Public Schools District Center 505 South Street Lincoln, Nebraska	(Simulations)
76.	Administration Center Cherokee Community Schools Chuck Clark 207 North Second Street Cherokee, Iowa	(Simulations)
77.	Richard R. Petersen Administrative Assistant Le Mars Community Schools 921 Third Avenue, S.W. Le Mars, Iowa 51031	(Simulations)
78.	Southwest Iowa Learning Resource Center Mr. Bastian 401 Reed Street Red Oak, Iowa 51566	(Simulations)
79.	Father Flanagan's Boys' Home Loren Lindholm Cooperative School Coordinator Boys Town, Nebraska	(Math/Simulatio
80.	Robert R. Bahl Kingsley-Pierson Community School Kingsley, Iowa	(Simulations)
81.	Area Education Agency #16 1200 E. Washington Street P. O. Box 207 Mt. Pleasant, Iowa 52641	(Simulations)

	Name	Component
82.	Edwin Markham Junior High School 2105 Cottle Avenue San Jose, CA 95125	(Simulations)
83.	Modesto High School Sharon Fowler Modesto, CA	(Simulations)
84.	Oakland Public Schools Ms. Doris Combs Division of Learning - room 123 1025 Second Avenue Oakland, CA 94606	(Simulations)
85.	Crittenden School Jan Halworth 1701 Rock Street Mountain View, CA	(Simulations)
86.	Loess Hills Area Education Agency #13 Box 1109 Council Bluffs, Nebraska	(Simulations)
87.	North Tama County Community District 605 Walnut Street Traer, Iowa	(Simulations)
88.	Bancroft High School Box 128 Bancroft, Nebraska	(Simulations)
89.	Lincoln Public School District Center 505 South Street Lincoln, Nebraska	(Simulations)
90.	Kenneth Stoakes Reinbeck Community School High School Bldg. Reinbeck, Iowa 50669	(Simulations)
91.	Central Regional Center Wake County Public School System Box 549 Knightdale, North Carolina 27545	(Simulations)

	Name	Number Students	Grade Level	Components
92.	Munger Junior High School 1150 Bluefield Witchita, Kansas 67218	90		Complete
93.	Edwardsville District #7 Region II Special Education Coop. 708 St. Louis Street Edwardsville, Illinois 62025			Complete
94.	Baton Rouge, Louisiana			Complete
95.	Calcachew, Louisiana			Complete
96.	Dodd Junior High School P.O. Box 50 Freeport, New York 11520			Complete
97.	Poth, Texas			Complete
98.	Harry Cunningham Petersburg Public Schools Drawer 240 Petersburg, Nebraska 68652			Gaming/Simulations
99.	Immaculate Heart of Mary Sister Mary Bucehner 4913 Scholfield Street Monona, Wisconsin 53716			Gaming/Simulations